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ABSTRACT

This proceedings contains presentations and workshop summaries from the 3rd Annual Exemplary Institute for educators of Native American students. Presentations include: "Quality in Learning: Romancing the Journey" (quality management at Mount Edgecumbe High School, Alaska) (Todd Bergman); "Creating a School-wide Literacy Climate" (Sig Boloz); "How To Write Winning Proposals" (Dean Chavers); "How To Motivate Indians To Achieve Their Highest Potential" (Frank Dukepoo); "Focus on Excellence" (Wellpinit School District, Washington, technology plan) (Gerald Hombel); "Preparing Indian Students for Math and Science Study" (college preparation and financial aid) (Lucille Kelley); "Focus on Math: Designing a Successful Mathematics Program for Alaska Native and American Indian Students" (Gregory Owens); "Yes, Reading Is Everything" (Jon Reyhner); "Motivation: Increasing Student Motivation & Performance Quality in the Classroom" (Spence Rogers); and "School-Wide Literacy Improvement Project" (Susan Stropko). Other presentations listed but not included in this proceedings are: "National Exemplary Programs" (Dean Chavers); "Exemplary Adult Education Programs" (Lynda Nuttall); and "Parent Involvement and the PTA" (Gayla Stone). (Includes the Exemplary Institute schedule and lists of presenters and advisory committee members.) (SV)

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Exemplary Institute 1998

February 22-24, 1998
Wyndham Hotel
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City of Albuquerque
P.O. BOX 1293 ALBUQUERQUE, NEW MEXICO 87103

February 16, 1998

Dear Distinguished Guests:

As Mayor of the City of Albuquerque, I welcome you to the Native American Scholarship Fund's 3rd Annual Exemplary Institute. I hope you find the beauty and enchantment of our city the ideal setting for your conference. While visiting Albuquerque, please take advantage of the opportunity to explore our art, history and cultural attractions. We are proud of our rich multicultural history and honored to share it with you.

I also hope you benefit from this opportunity to meet with other educators from around the United States with a common mission of improving standards of Indian education in our country. It is essential that we work together to ensure the academic success of our Native American students.

As many of you already know, statistics have shown that Native American students have consistently scored in the bottom quartile in academic testing. For every Native American student who graduates from high school, one drops out. Only 17% of Native American students enter college, compared to the national rate of 62%.

By instilling our young Native Americans with the desire to learn and providing them with strong educational opportunities, we will help determine a positive course in their lives as well as the future of our communities. I hope this conference provides valuable information and discourse to better understand the needs of our Native American students.

Best of luck,

Jim Baca

Jim Baca
Mayor, City of Albuquerque

1912

OFFICE OF THE GOVERNOR
STATE CAPITOL
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GARY E. JOHNSON
GOVERNOR

(505) 827-3000

A MESSAGE FROM GARY E. JOHNSON
GOVERNOR OF NEW MEXICO

On behalf of the residents of the great state of New Mexico, I am pleased to welcome you to Albuquerque, New Mexico and the Native American Scholarship Fund's 3rd Annual Exemplary Institute, February 22-24, 1998. It is a pleasure to have all of you in the "Land of Enchantment."

It is a tremendous responsibility to be well-trained in educational programs that have made a significant difference for Native American students. Your commitment to this responsibility is evident by your attendance at the Exemplary Institute. The tools you learn here will give you the skills to be a role model, a teacher, and a counselor to Native American students. I thank you for your long hours of hard work and your dedication to making a better tomorrow for us all.

While you are here I hope you experience the many wonderful things we have to offer. Just minutes from Albuquerque there are Indian pueblos and reservations, museums, historical sites, theaters and symphonies, or just relax as you watch one of our legendary sunsets over the dramatic rock formations of the high desert.

Please enjoy yourselves as our guests, and best of luck with the Exemplary Institute. Please come back and visit us real soon!

Sincerely,

Gary E Johnson

Gary E. Johnson
Governor of New Mexico

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Exemplary Institute Schedule

Sunday, February 22, 1998

4:00 P.M. – 6:00 P.M.	Meeting of Exemplary Institute Advisory Committee
5:00 P.M. – 7:00 P.M.	Registration
6:00 P.M. – 8:30 P.M.	Reception

Monday, February 23, 1998

7:30 A.M. – 8:30 A.M.	Registration
8:30 A.M. – 10:00 A.M.	**Opening Session**
	Opening by Phil Bluehouse
Welcome-	Gayla Stone – Former Regional Director of PTA
Keynote-	Sig Boloz – "What Really Matters"
10:00 A.M. – 10:15 A.M.	Break
10:15 A.M. – 12:15 P.M.	**Workshop Sessions**
Dean Chavers	National Exemplary Programs
Susan Stropko	"School-wide Literacy Improvement Project"
Gregory Owens	"Focus on Math: Designing a Successful Mathematics Program. for Alaska Native and American Indian Students."
Gayla Stone	"Parent Involvement and the PTA."
12:15 P.M. – 1:30 P.M.	Lunch on your own
1:30 P.M. – 3:00 P.M.	**Workshop Sessions**
Dean Chavers	"How to Write Winning Proposals"
Dr. Frank Dukepoo	"How to Motivate Indians to Achieve Their Highest Potential"
Todd Bergman	"Quality in Learning – Romancing the Journey"
Lynda Nuttall	"Exemplary Adult Education Programs"

3:00 P.M. – 3:15 P.M.	Afternoon Break
3:15 P.M. – 4:15 P.M.	**Workshop Sessions**
Sig Boloz	“Creating a School-Wide Literacy Climate”
Gerald Hombel	“Focus on Excellence.” This program takes a holistic approach towards improving educational opportunities for Indian Students.”
Gregory Owens (Repeat)	“Focus on Math: Designing a Successful Mathematics Program for Alaska Native and American Indian Students.”

Tuesday, February 24, 1998

8:30 A.M. – 11 A.M.	Keynote Workshop featuring Spence Rogers – “Motivation: Increasing Student Motivation & Performance Quality in the Classroom.”
11:00 A.M. – 11:30 A.M.	Break
11:30 A.M. – 1:00 P.M.	Luncheon
1:00 P.M. – 2:30 P.M.	**Workshops**
Jon Reyhner –	“Yes, Reading is Everything”
Todd Bergman (Repeat)	Quality in Learning – Romancing the Journey”
2:30 P.M. – 2:45 P.M.	Break
2:45 P.M. – 4:15 P.M.	**Workshops**
Lynda Nuttall (Repeat)	“Exemplary Adult Education Programs”
Dean Chavers	“How to Write Winning Proposals”
Lucille Kelley	“Preparing Indian Students for Math and Science Study”
4:30 P.M.	Closing Remarks

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Quality in Learning – Romancing the Journey

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Quality in Learning

Romancing the Journey

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The Pioneers

There have been many pioneers in the theory of management and in theories of education and learning. At Mt. Edgecumbe our operating principles in management and human creativity have been influenced by W. Edwards Deming, J.M. Juran, Peter Senge, Joel Arthur Barker, Stephen R. Covey, Charles Handy, Neil Postman, Myron Tribus and many others. Our thinking and experimentation in the facilitation of learning has been influenced by John Dewey, Benjamin Bloom, Abraham H. Maslow, Howard Gardner, Reuven Feuerstein, Robert Sylwester, Alfie Kohn, and others. All of these people have contributed to our ways of thinking and acting. Their influences have provided us improved ways of working together, teaching and learning. At the management level there has been a transformation in operational behavior. At the teaching, learning and personal levels there have been many transitions that have shaped a new learning culture. Our journey has been influenced by many things, yet one of our more noted influences has come from W. Edwards Deming's fourteen obligations of top management, as follows:

(1) Create constancy of purpose for improvement of product and service.
(2) Adopt the new philosophy.
(3) Cease dependence on inspection to achieve quality.
(4) End the practice of awarding business on the basis of price tag alone. Instead, minimize total cost by working with a single supplier.
(5) Improve constantly and forever every process for planning, production, and service.
(6) Institute training on the job.
(7) Adopt and institute leadership.
(8) Drive out fear.
(9) Break down barriers between staff areas.
(10) Eliminate slogans, exhortations, and targets for the work force.
(11) Eliminate numerical quotas for the work force and numerical goals for management.
(12) Remove barriers that rob people of pride of workmanship. Eliminate the annual rating or merit system.
(13) Institute a vigorous program of education and self-improvement for everyone.
(14) Put everybody in the company to

work to accomplish the transformation.

Although only established as guidelines, Deming's obligations summarize system wide principles if an organization is to become collaborative and creative in it's quest for quality. Pioneering efforts require pioneering thinking. Acting on Deming's obligations, the learning leaders at Mt. Edgecumbe crafted Deming's fourteen obligations into "modified Deming points for continuous improvement of education and learning", as follows:

(1) Create and maintain a constancy of purpose toward improvement of students and service. Aim to create the best quality students capable of improving all forms of processes and entering meaningful positions in society.
(2) Adopt the new philosophy. Educational management must awaken to the challenge, must learn their responsibilities, and take on leadership for improvement.
(3) Work to abolish grading and the harmful effects of rating people. Focus on the learning process, not the rating process.
(4) Cease dependence on testing to achieve quality. Eliminate the need for inspections on a mass basis (standardized achievement test, minimum graduation exams etc.) by providing learning experiences which create quality performance; learning experiences that encourage creativity and experimentation.
(5) Working with the educational institutions from which students come. Minimize total cost of education by improving the relationship with student sources and helping to improve the quality of students coming into your system. A single source of students coming into a system from one learning level to another is an opportunity to build long term relationships of loyalty and trust for the benefit of students.
(6) Improve constantly and forever the system which delivers learning experiences students to improve their quality and productivity in personal life and community.
(7) Institute continuous on-the-job training opportunities for students, teachers, classified staff and administrators; for all people connected to the learning community.
(8) Institute leadership. The aim of supervision should be to help people use machines, gadgets and materials to do a better job and set the pace driving human creativity.
(9) Drive out fear(build trust), so that everyone may work effectively for the school system.
Create an environment which encourages people to speak freely and take risks.
(10) Break down barriers between departments. People in teaching, special education, accounting, food service, administration, curriculum development and research (etc). must work as a team. Develop strategies for increasing the cooperation among groups and individual people. Planning time will facilitate this dynamic.
(11) Eliminate slogans, exhortations, and targets for teachers and students asking for perfect performance and new levels of productivity or targets. Exhortations create adversarial relationships. The majority of the causes of low quality and low productivity belong to the system and thus lie beyond the control of teachers and students.
(12) Eliminate work standards (quotas) on teachers and students, (e.g. raise test scores by 10% and lower dropouts by 15%.) Substitute leadership and the eternal drive for quality and joy of learning.
(13) Remove barriers that rob the stu-

dents, teachers and management (principals, superintendents and central office support staff)of their right to pride and joy of proficiency. This means the abolition of the annual or merit rating and of management by objective. The responsibility of all educational heads must be changed from quantity to quality, from management to leadership.

(14) Institute a vigorous program of education and self-improvement for everyone.

(15) Put everyone in the school to work to accomplish the transformation. The transformation is the job of all stakeholders.

These guiding points, initially constructed several years ago, and revised on several occasions, form operational foundations for our thinking and actions. Maintaining a clear consensus and vision has strengthened these points and our learning community.

Mt. Edgecumbe's vision is:

"An Innovative Learning Community Committed to Excellence"

Our learning community's vision is founded on our consensus values and beliefs.

Our Consensus values:

* We see ourselves as a community, a family of caring individuals.

* We are all learners; students are obviously in this role, but so are all staff as we continuously grow in our own jobs.

* We view ourselves as possessing a creative, innovative spirit, willing to challenge the status quo.

* We see ourselves as deriving strength from our diverse cultural identities.

* We are clearly future oriented, with the desire to shape our individual and group identities and abilities.

* We see ourselves wanting to achieve excellence, to be outstanding in what we do.

* We value pursuing goals in an emotionally and physically healthy manner.

* We wish to be in the forefront, to become leaders, some individually and others as a group.

Our Consensus beliefs:

* We believe that all people can learn.

* We believe that all people want to learn.

* We believe that learning needs to be a constant and time should be a variable.

* We believe each learner can grow in their knowledge and skills to understand more about their own learning styles and needs than most educational systems allow for.

* We believe quality improvement to be a process for operationalizing the continuous improvement of learning.

* We believe that learning experiences must involve the whole learner.

* We believe in the quality of learning experiences over quantity.

Within this eclectic spirit, an embrace of "continuous improvement" and "quality principles" has empowered all community members to take ownership of the learning community. Leadership's responsibility in our system is to enable teachers, students, parents and other stakeholders to be "response-able". The aim of administration in developing "response-able" people is to work on the removal of barriers in the system and identify resources to allow change and improvement to occur. Educational leaders work on the system and know when and at what levels to enable others to work on the system. People are encouraged to work on the improvement of processes they are close to. Teachers are encouraged to work on the learning system collaborating with students(who work in the learning system) on identifying needs / problems and making ongoing(continuous) improvements.

The body of knowledge we know as "total quality management" is a juxtaposition of best theory and practices. Integrating the application of various principles, processes and tools developed by a range of pioneers, "total quality" is an operational strategy, a set of operational values and beliefs, not a specific scheme or procedure. Some organizations refer to total quality management as an operational technology. In industry, quality sciences have been an applied discipline for many years. Applied quality strategies and the successes associated with them have been well documented in business and industry. Unfortunately the association of quality management as a business model or industrial strategy is the juncture for much of the criticism quality has received in the education world. In education we need to think like John Dewey in an interdisciplinary manner(reference John Dewey in "contemplating the journey" section of this article). Educators need to appreciate the broad based nature of quality management and it's potential as a facilitative strategy for all types of learning organizations. The juxtaposed nature of quality management has been realized within our learning community over a period of years. Applying quality theory, techniques and tools have nurtured an environment of investigation and experimentation. Our quality journey continues to elicit new and innovative approaches to improving our learning community.

Contemplating the Journey

Anyone contemplating a journey will ruminate on the journey ahead and if possible consult the pioneers that have traveled before them. Knowledge and practice can provide a wealth of information to prepare the intending traveler. Constructing a mental model of the course ahead is usually intrinsic to anyone contemplating a successful journey. In choosing a quality strategy, educators are well advised to learn from a variety of organizations who have achieved measurable results. It is as important to identify the journey other organizations have made to achieve their results as the strategies they have employed. Knowing the trail ahead with it's potential obstacles can save time and money for the potential traveler.

In looking ahead I am reminded of a quote from John Dewey (about 1900): *"A model is not something to be replicated but rather it is a demonstration of the feasibility of a principle with an explanation of the roadblocks encountered and how they were resolved"*

What Dewey realized is that we all

can learn from examples- from prior learning! A model, Dewey realized, has value in what it illustrates -in what we can learn from it. Moreover, the basic principles a model will illustrate may be adaptable to a variety of educational environments. The basic framing pattern I
like to use is:
1) What is the model practice
(the example) ?
2) What theory, research or data supports this practice
(Upon what theory or foundations has a model evolved) ?
3) Is this theory or foundation appropriate and how can this theory or foundation be *(illustrated through a model practice)* be adapted or applied in our unique educational environment?

If a person applies this thinking to all examples of promising practices they encounter, the potential for growth and continuous improvement is tremendous. Continuous quality improvement means never underestimating ideas that may seem outrageous, special circumstances or not appropriate to our own situations. Joel Barker has reminded me on more than one occasion to "think globally, act locally." "Quality Progress", published by ASQC(American Society for Quality Control, Inc.) reports annually on public school systems, colleges and universities in the United States implementing quality improvement practices; the number of reported U.S. systems is over five hundred. Let us begin to take a closer look at quality management into practice within one school system.

Students from over one hundred and thirty communities journey to Mt. Edgecumbe, a state operated boarding school located in Sitka, Alaska, each year. Forty to forty five percent of the student body is new each year. The migrant lifestyle of many Alaskan families and the small size of many Alaska communities/ "villages" are the characteristics of Alaska that make Mt. Edgecumbe High School a unique statewide boarding system option for Alaskan students.

Is Mt. Edgecumbe a special case? Observations from interested persons have come from over the years; "you are a boarding school", "you have those kids twenty four hours a day, seven days a week", "your selective in your acceptance of students"...

Mt. Edgecumbe is unique, yet, Mt. Edgecumbe has it's ups-and-downs like any public, U.S. school system. Is Mt. Edgecumbe a boarding school? Yes. Does Mt. Edgecumbe have a student body present on campus twenty four hours a day, seven days a week? Yes. Is Mt. Edgecumbe selective in it's acceptance of student applicants? Yes, but only to the degree of trying to keep brothers and sisters together if they so desire, limiting the number of accepted students from any one particular region of Alaska(to make the number of students accepted from any one community or school system equitable) and only in trying to identify students who are at risk and need a safe alternative environment. When a student applies to Mt. Edgecumbe they need only meet basic qualifications after which they are placed in a lottery admissions system of eligible students. Students are drawn from an eligible pool to represent an even distribution from across the state of Alaska. "Equal access" is the key issue in Mt. Edgecumbe's state mandated public school admissions policies.

What has made Mt. Edgecumbe unique is not our boarding school status, not the fact that our students are from fourteen different cultures and over one hundred thirty different communities, but our commitment and belief that we are all part of a journey creating our future. What is unique is our commitment to a culture of continuous improvement. We are in our ninth year of a journey with continuous improvement. Our decision to implement quality improvement was a "forever" commitment.

We have found that having a twenty four hour learning environment is important to our success. Our twenty four hour learning environment means increased access to learning resources. We believe our small size (300 students) is important to our success. Small size helps maintain our sense of community. What must be realized is that these characteristics of Mt. Edgecumbe are not alone the reasons for innovation and success. Success is built on values, clear vision, clear purpose, perseverance, support and trust for "learning" teams of people and individuals, understanding systems and improvement and the tools and resources necessary to travel our journey.

Our concentrated efforts at Mt. Edgecumbe for the past eight years have been focused on the involvement of our students in the continuous improvement of their own learning. Our efforts have been formative in learning to identify, analyze and remove the barriers to learning. Students have full participation in our efforts, our improvement efforts involve a working partnership with students. As learners we seem to be entering our elementary education years, having started in a preschool education to gain a basic comprehension of the profound theories and principles of total quality. In these formative years we are learning that the application of knowedge is hard work, it requires time and perseverance.

At the trail head of Mt. Edgecumbe's journey there were no educational pioneers to share their stories, their insights and warnings of potential obstacles we may encounter in the path ahead. Educational leaders today are fortunate to have access to a wide variety of quality learning experiences from which to gain insights, to study strategies and to recognize patterns for successful implementation. From the related journeys of others educators may compose road maps for developing their own unique strategies to attain the rewards associated with quality leadership.

The Trail

In thinking about the trail ahead it is important to understand some basic quality principals and their applicability to educational leadership.

An fundamental conviction of quality leadership is that people want to do quality work. By nature, people process an intrinsic motivation to learn from their own behaviors and continuously adjust, assimilating improvements necessary for increasingly better results. A related belief is that processes associated with people's work may limit their growth and improvement. Many times these limiting influences are beyond their control. The natural technique is to create an environment that enables people to not only work their day-to-day required processes, but to work on the improvement of those processes as well, as an expected aspect of their day-to-day work. Improvement in this sense becomes everyone's responsibility. It is the job of the leader to facilitate this possibility. Motivation in this sense will be dependent upon a leader's abilities to create an environment where all school community members (inclusive of administrators, teachers, students and other stakeholders) know when and how to practice process improvement. For the principal, being able to define one's system will draw attention to weak or problem components. Then provide a platform for discussion with stakeholders to identify which processes are primary and which are supportive. This may allow a principal(or leader) to define with teachers, and others, what the necessary roles will be to work process improvement effectively and efficiently. Having the ability to motivate school community members in this since requires a process focus.

Dr. J.M. Juran's 85/15 rule supports this: whenever there is a problem, 85% of the time it will be in the system, only 15% of the time it will be a fault of people. W. Edwards Deming took this farther, stating that the percentages were closer to 95%/5%. The point is that systems can inhibit quality performance as much as they hold the remedy to improve performance; fix the system, do not lay blame! A final point must be made here. This point provides further challenges to systems leadership. For the best results, we should look identify leading indicators in processes and seek to improve those, not basing process improvement decisions on results or how things turn out. This will present a paradigm challenge to some due to the a perception that will occur, that the proactive quality leader trying to practice process improvement based on leading indicators is operating on inconclusive evidence. Food for thought.

In thinking about "personal attributes" and "extrinsic motivation" we need to stop using exhortations, prizes, threats and special rewards for people who are just doing what they are supposed to do. Instead the leader should promote a joy in learning and cooperation that can be facilitated through process improvement.

Related to this, the quality leader should work to eliminate competition. It seems that in education, we are habituated to use external motivators and that the world cannot run without them. The question is "are not students only motivated by grades and teachers only motivated by gleaming evaluations?" We know this is not true. People have other reasons for learning and for teaching!

The well being of people is essential for a healthy, motivated learning community. Stephen R. Covey has written and taught in depth regarding the essential elements of leadership in "The 7 Habits of Highly Effective People" and "Principle-Centered Leadership". The basis of Covey's teachings illustrate how a leader who is proactive, begins with the end in mind, placing priorities first, works toward total consensus, seeks first to understand those whom they are facilitating, works on synergy(the fusion of knowledge and motivation) takes care to spend time in the development of the whole person(themself included)can truely champion a successful organization. Covey's teachings seem to take us back to kindergarten and remind us that basic human skills count first for a leader. Vision, strategy, knowledge and all the rest come second in the motivation of people and a successful journey.

I would like make additional comment here on school climate with regards to several philosophical or belief features I see as essentials of leadership's abilities to facilitate the continuous development of a learning community.

The first essential is that a school needs to feel and act like a community, a family. As such the school community needs endurance in the support of all it's citizens, all it's learners. This applies to learners, staff, parents, alumni and other stake holders. Underpinning this thinking is a belief that we are all learners; students are obviously in this role, but so are all staff and other stake holders as they continuously grow.

The ability to unite the community to a common purpose is paramount. Having a common, supported pupose, with the desire to build individual and group identities and abilities is an important feature for a school community. In the modern world, in our culture, we need to see ourselves as deriving strength from our diverse cultural identities. A learning community should seek to honor the heritage of all its members

To support this we need to encourage an environment that helps people to view themselves as possessing a creative, innovative spirit, willing to challenge the status quo. Learning community members should enjoy wide empowerment; they should be willing to become response-able for learning and improvement. The encouragement of innovation, creativity and reasonable risk will help to motivate people toward continuous improvement. Teamwork should be practiced in all areas of a school: study, recreation, and social development(etc).

Leaders need to create opportunities for their learning community by developing collaborative relationships within the wider community in which they live; local, state, national and international communities.

The development of clear expectations for learners should be essential to all improvement efforts; the terms "outcomes" and "standards" aside- clear statements of the what we are trying to produce in terms of learning is absolutely essential. We need to get specific about what it is we are trying to achieve with today's learners. Perhaps the toughest aspect is the incorporation of our underlying beliefs regarding learning and the best possible learning strategies we will all support. Building sound educational strategy is eclectic by nature.

A leader needs to seek to create an understanding of process improvement and quality leadership for all member of their learning community. My first inclination is to eliminate all jargon and buzzwords and simply approach the task at hand, building upon a premise that we all desire the educational processes we work with to continuously get better. In service, training and team facilitation will allow for deeper understanding. Meet people where they are. I do not believe one has to know everything before they try anything! Improvement teams are an important ingredient in school climate. Teams are where quality process improvement strategy meets the road. Examples of improvement teams may be: "learning technologies", "students services", "health and wellness", "recreation", "professional development" or "learner assessment".

Some basic points can be summarized:

(1) Educational leaders need to demonstrate and act on a genuine understanding

and commitment to quality.
(2) Leaders should facilitate a clearly defined vision and purpose for the whole educational system (strategy is part of this vision).
(3) Desired educational outcomes should be documented, known and implemented by all.
(4) Quality standards and requirements should be defined and implemented.
(5) Total employee involvement and teamwork are essential; creativity should be encouraged.
(6) Continuous improvement must become the norm (no one-time shots at improvement).

The classic model of organizations implementing quality management has been top down. Quality improvement has started with the leaders of the institution and slowly worked it's way down through the organization. At Mt. Edgecumbe, our experience has been just the opposite. Quality started in our classrooms with teachers and students and has slowly worked it's way up. Our journey has revealed that the principles of total quality can be applied to creating a quality learning environment. Depending on a person's perspective, various interpretations of quality principles or foundations may exist . For purposes here, I shall rely on our experiencefacilitating quality improvement in the learning environment to review a few essential elements:

(1) Vision /mission /strategy /purpose...a constancy of purpose. Purpose and direction are necessary for synergistic human effort. We know this is true not only for whole organizations but for learners in the classroom as well. Learners must have a sense of coherence in purpose and interconnectedness of their learning experiences. Content and process of all learning experiences must have meaning and significance for the learner. ***Learning leaders should build for their students an understanding of the curriculum to the degree that all subjects, projects, activities and thematic units are related to the whole of their personal development. The interconnectedness of these activities should be made obvious.***

(2) System thinking with an emphasis on process improvement, not the grading and ranking of people. Focus on learning processes, not people rating processes. The majority of the causes of low quality belong to the system-beyond the control of administrators, teachers and students not enabled to work process improvement. One of the primary functions of a quality assessment system should be the assessment of pedagogical processes (the continuous improvement of relevant learning activities / projects, delivery and of relevant curriculum). ***Learning leaders should create a system of participation by, and collaboration with their students in the continuous assessment of their learning experiences.***

(3) Outcomes focused on receivers (customers). Knowing "why" we are doing something and "where" we will wind up in the process seems perfectly logical, yet, the reality for many schools is an undefined strategy to illustrate either the "why" or the "where". Defining the spectrum of "why" and "where" our educational system intends to take it's learners is necessary if we are to design learning experiences that have coherence and can be assessed and improved with any degree of meaning. What you label such intentions may also be important as we have learned from the experiences of some using the terms "outcomes" and "standards". Fear of words aside, the real scare should be to not state anything regarding our intentions

of "why" and "where" we intend to take our learners. ***Learning leaders should ensure that everyone is clear on the "why" and the "where" of our intentions with learner outcomes.***

(4) Understanding of the learning cycle (PDSA) and use of a quality improvement strategy. For all stakeholders to become fully involved in the improvement of learning processes and curriculum, we need a basic working knowledge of process improvement and what many have called the Shewart learning cycle. In my experience, thinking about quality improvement means thinking about continuous learning. We all learn from mistakes. Failure appears to be an ingredient in the growth of learning and success. "PDSA", or, "Plan-Do-Study-Act" is a simple way to operationalize a quality learning cycle. On a regular basis many successful people operate this cycle unconsciously; planning for an improvement, trying out planned improvements, studying results of their efforts and acting on their observations to make adjustments. We may repeat the cycle as necessary for particular needs regarding our improvements efforts. Learning a common process for quality improvement and being able to operationalize it with others is an extremely powerful dynamic for improvement. ***Learning leaders should lead the charge for all their students to understand and be able to use the basic principles of quality improvement.***

(5) Teamwork supported with trust. Teamwork should be supported with a trust by leadership. Leadership should allow people close to processes to work collaboratively to make improvements to those processes. ***Learning leaders need to develop and facilitate collaborative experiences for their students that encourage their evaluation of pedagogical processes, projects and curriculum.***

(6) Support for continuous learning opportunities, resources, tools and techniques. Quality improvement is for everyone in the school system, it should be everyone's concern. ***This requires that learning leaders teach their students the knowledge and process skills and provide resources necessary to act on quality improvement opportunities in their school experiences as well as in their communities.***

(7) Benchmarking... with the advise of Joel Barker *battle paradigm paralysis*. As we have learned from our education on paradigms we need to continuously scan the horizon for new opportunities, most importantly thinking beyond our own paradigms that may lead us to new and ever creative means of making improvements. Benchmarking encourages the adaptation of best practices of others toward the improvement of our own practices. ***Learning leaders should provide opportunities for their students to look beyond their own classrooms to the practices of others.***

These principles embrace all of Deming's fourteen obligations and the best thinking of many others.

With regards to implementing improvement projects-
improvement projects should have a clearly defined strategy. Simplicity in design of a strategy will help insure the success of initial improvement projects. The following framework may prove useful:

(1) Project selections should be linked to your overall system strategy.
(2) Teamwork strategies are employed during improvement projects.
(3) Analysis techniques should be clearly defined and understood.

(4) Solutions may have more than one alternative.
(5) Results should be documented and available for study (further analysis).
(6) Presentations of improvements; make documented improvements known to all.
(7) Your continuous improvement strategies should be sustainable.

When considering data collection within improvement projects these general guidelines may prove useful:
(1) Why are we collecting data?...what specifically are we looking for?
(2) What kinds of data do we want?...numbers...opinions...service levels...change in conditions...customer satisfaction...creativity???
(3) Once the data is collected, how will it look-in what form?...how will it be used?...how will it be presented?
(4) Time frame?....how long will the data be collected?
(5) Who will collect the data?...who will compile the data?...who will interpret the data?

Creating a quality learning environment requires a basic understanding of quality principles, brain research / learning theory and a willingness to facilitate creative experimentation. *All this understanding is useless unless learning leaders are willing act on this knowledge.*

Leaving the trail head to begin a journey requires an examination of what eclectic beliefs we have in our understanding of quality principles and a conscious decision to begin to act daily on those beliefs. Didn't someone once comment that a journey of a thousand miles begins with the first step.

Moving the Settlement

Having participated in Dr. Deming's last Quality Enhancement Seminar in November 1993 and the last public appearance of Dr. Joseph M. Juran on November 18, 1994, the profoundness of perseverance rings loud and clear. At the "The Last Word" (November 18,1994, Orlando, Florida) Dr. J.M. Juran looked out over his audience of over seven hundred people during this last public appearance and said *"I believe we have a bright future, we are about to enter the century of total quality, we are on the threshold of a quality revolution, and you are the leaders for the next century"*. For most of us in attendance, we thought we were in the middle of a quality revolution, yet Juran believes we will soon get there. Paradigms are funny things-they depend on your point view. Our point of view at Mt. Edgecumbe is that we always will have a lot to learn and a lot of work to do along the way! We are all learners at Mt. Edgecumbe. Quality speaks to life long learning and there will never be a shortage of things to improve. You only have to truly understand the theory of the quality improvement cycle (plan, do, study, act) to understand the necessity for continuous learning. Hence, deciding to move the settlement is really making a decision to change the lifestyle of the settlements citizens. Continuous improvement means a continuous journey and a lifestyle more analogous to an explorer always surveying the horizon for their next step.

Towards the involvement of our students in the continuous improvement of their own learning, some people have used the terms "total quality learning" or "total quality in learning" to describe our efforts. Our operational definition for total quality in learning is "the integration of philosophy, theories, processes and tools of total quality and learning to identify, analyze and remove the barriers to learning", students having full participation in our efforts. Improvement efforts involve a working partnership with students.

In Mt. Edgecumbe's quality learning culture, responsibility to plan for, execute, assess and improve learning processes is in collaboration with students . Several noteworthy elements have emerged as essentials in our total quality learning culture. These elements are illustrated around the top of the pyramid diagram (reference article appendix).

We feel the greatest significance of incorporating total quality principles into our school has and will be realized in those quality improvement efforts that directly impact the learner; improvements that impact student abilities to assess and improve their attainment of knowledge and skills, and, those improvements that lead to new and innovative processes for learning.

Student outcomes and competencies are laid out on competency matrices (spreadsheets) and relevant learning activities / projects are planned around these outcomes. The "Learning Matrix" diagram illustrates this tool (reference article appendix).

The use of **"Learning matrices"** by students is a demonstration of a total quality principle. The quality principle is to empower people closest to specific processes to work on the assessment and improvement of those processes. Students are close to their own learning, and equipped with a cohesive method they can plan for, execute, assess and improve the processes associated with their own learning. Over time we have moved away from our reliance on standardized achievement tests and toward a more comprehensive set of assessment processes and tools to include matrices, student and parental feedback and portfolios. Our system today allows for a gradual transition for students into a self assessment environment. As a freshman student you would be introduced to our self assessment system through one program. As a sophomore you would have two or three self assessment based programs, as a junior three or possibly four and as a senior four to six self assessment programs.

"Bloom's taxonomy" of educational objectives has supported our development of a taxonomy of learning roles and responsibilities of students and staff using self assessment processes at Mt. Edgecumbe(reference article appendix). Our taxonomy of roles is used with the learning matrix tool. Student and teacher roles continue to develop with our most recent addition being the use of role definitions inspired by Bloom's affective domain.

As with any formative assessment system, this is under constant review and improvement. We are currently designing an collaborative technology for system-wide learning assessment that will cover these broad areas:
(1) Teamwork
(2) Tools and Technology
(3) Real-life applications
(4) Fine arts
(5) Personal well-being

(6) Communication: reading, writing, listening and speaking
(7) Analysis and relationships
(8) Decision making
(9) Prediction making
(10) Research
(11) Global citizenship

"Self-Help" is another specific process taught to students at Mt. Edgecumbe(reference article appendix). Mt. Edgecumbe's process for Self-Help is not a topic found in the new age section of your favorite book store but rather a process for maximizing use of all available resources within a given learning environment. The self-help diagram illustrates this process. Self-Help supports our belief in a cooperative learning environment. Human resources and others are incorporated into our Self-Help dynamic. The days of seat time are history, a learning environment of cooperative support is essential.

"Teamwork" is another essential element of our total quality learning environment(reference article appendix). Mt. Edgecumbe's learning experiences incorporate specific "Team Roles" and responsibilities. The teamwork diagram illustrates learning team roles defining specific responsibilities students have set for team members within various learning projects. Improvement projects incorporate addition expectations in terms of general guidelines, these expectations include: maintaining clear communications, working on obvious-easy to access problems, always looking upstream for lasting improvements, documenting progress and problems encountered and monitoring changes.

Rooted in "teamwork" is a profound respect for human beings. This respect is illustrated in the attention given to the receivers in the system(students), yet the same respect applies to all people within and associated with the institution. Quality leaders know that improvement must come from the people who work in the process(es).

Students in many programs incorporate a **"code of cooperation"** to facilitate a set of expectations students have for one another during their learning experiences. These codes serve as a set of expectations that all learners have a part in developing, are unique to the particular area of study and allow students an opportunity to gain additional ownership in the classroom culture.

Sample Code of Cooperation:
(1) Be on time and ready for the activity
(2) Listen
(3) Ask questions when you need clarity
(4) Use eye contact
(5) Speak loud and clear
(6) Participate in and support the team
(7) Have consideration for others
(8) Keep on task / exercise your role

These codes may vary according to the particular learning environment.

To support the relevancy of learning experiences **"projects"** are the norm at Mt. Edgecumbe. Textbooks are loosing their place as the primary vehicle for instruction. Planning relevant learning projects is no easy task and occupies most of the planning time of our academic staff and cooperative partners. National, state and local opportunities allow for a variety of projects from year to year. Projects are largely a part of specific disciplines, yet there is an increasing number of integrated learning projects each year. A recent study of our system revealed that a four year Mt. Edgecumbe student would experience over one hundred comprehensive learning projects across the curriculum. These projects vary in their complexity and their degree of choice according to the students developmental stage. Students must apply their knowledge in increasingly difficult and unpredictable situations. One of our ongoing system wide improvement efforts is the development of an totally integrated (or seamless) learning environment. Totally Integrated or thematic learning experiences will be the norm.

"Learning blocks"or rotations are ninety minutes long; consequently students do not have the same learning subjects every day. Staff and students agree that the longer time periods allow for in-depth involvement in learning activities and better opportunity for progress on projects.

"Portfolios" are one means of demonstration or display of a learners abilities(reference article appendix). A learner portfolio is a purposeful collection of student work that tells the story of a student's personal self and a student's achievement or growth characterized by strong vision of content, skills and processes addressed, built on student selection of work going in and referenced to criteria. Electronic portfolios are one means of collective display. Comprehensive learner portfolios capable of display and demonstration of competency should incorporate these elements:

(1) The portfolio should be learner-centered; that is, a framework enabling each learner to access a common platform to create and continuously improve a personal portfolio. (please note that teachers and administrators can/should be able to access some areas of student portfolios for the purposes of assessment)

(2) The portfolio should be accessible by all learner stakeholders: teachers, parents, prospective evaluators, etc. (please note that some areas of a personal portfolio can/should be password protected)

(3) It should be mindful regarding required teacher time, maintenance and additions and deletions to learner portfolio should require minimal teacher time.

4) The electronic portfolio should accommodate easy storage and retrieval.

(5) The portfolio should be easily portable; via storage device or electronic transfer.

(6) The portfolio should be cross-platform, accessible via Macintosh or Windows environments.

(7) It should accommodate automatic updating of records(i.e. student transcripts, records, etc...).

(8) The electronic portfolio should have an accessible user interface (be user friendly).

The Internet's World Wide Web-Home Page using the HTML(hypertext markup language) platform is capable of supporting all of the above. At Mt. Edgecumbe HTML portfolios are evolving as a dynamic display of student learning and records.

"Training" for new students begins the first week of school at Mt. Edgecumbe with an immersion experience in team building and mini-sessions reviewing the uniqueness of our learning environment. During orientation students and staff may find themselves building trust by physically falling into the hands of their fellow classmates and teachers, walking on a high beam fifty feet above the deck of our field house supported by safety lines held by their peers or defining the reasons they are in school. "Why are we here?" is the first question we ask new community members!

It is my hope this discussion of selected examples from Mt. Edgecumbe's learning culture will help you to think like John Dewey as you journey into the creation of your future.

The Changing Horizon

As we travel we know the horizon is ever changing. Anticipation we have about the constructs of the distant horizon often change as our approach draws near. Our preparedness for what lies ahead must also change. We cannot afford a satisfaction with existant excellence, we must push for continuous-never ending improvements in all that we pursue. Our students are living with unparalleled change and deserve systems that can deliver relevant learning experiences designed to accommodate this unparalleled change. Continuous improvement means continuous improvement. The learning culture we plan and improve today must be open to change on a continuous basis. Our future will continue to be a departure from most of what we have known in our past and most of what we realize today. Those who will prosper in the future are confident today because they possess the cultural abilities to thrive in the future- to continuously learn, to change and to improve. The title of segment of a public documentary on quality management a few years ago in the United States perhaps summed it up, the piece was entitled "How to Hit the Moving Target".

One of the key components of quality management is benchmarking or seeking best practices based on leading theory and implementation. If your goal is seeking best possible quality, one of my best pieces of advise is to study the actual successes and failures of others. Benchmarking in education does not mean we can only learn from other educators. Often the best practices may come from examples or modeling outside the institutions of education.

Although there have been many pioneers before us, many helping to influence our ways through their collective wisdom and experience, it is the challenges, decisions and practices of your unique journey that will lead you, one step at a time, closer to an ever changing horizon.

Romancing the Journey

Quality is not always about doing things right, but about trying to do the right things. Those that venture out to distant improvement horizons, to territories that are at times uncharted and unrecorded can rest assured that their provisions have been well tested. The techniques and tools of quality are well crafted and adaptable for a variety of needs the traveler may have. As we venture to new horizons, we need to learn to romance our journeys, to relish our travels as much as our rewards - for it is in our travels that we learn the most.

During our journeys I have found that if we search far enough there are usually lessons in history. We have been noted as pioneers in student assessment, traveling uncharted waters. In this regard I would like to share some thoughts from a historical perspective.

In the 1960's U.S. concern was escalated over scientific advancements in Russia. In the 1970's became a decade of acknowledging implementation failures and the holy grail of successful implementation factors was actively being sought. By the 1980's the National Commission on Excellence's attack on educational stagnation through A Nation at Risk prompted other national mandates all centered on the need for urgent reforms. In the 1990's we have a concentration on systemic reforms and state / national standards. What we need to keep in mind regarding systemic change is the nature of what Peter Senge has called *"dynamic complexity"*; complexity, dynamism and unpredictability are normal in change process. Continuous quality improvement is a dynamic process capable of accommodating dynamic educational change. I would like to examine here one aspect of 1990's reform in more detail.

In the United States there is a national push for rigorous and relevant standards. Rigorous and relevant standards(outcomes) for learners however need not mean the same generic path for all learners; the same assignments,nor same amount of time with simply evaluative technology based on numerical comparisons with other learners. Rigorous and relevant standards should mean a learning system based on solid foundations relevant to the needs of the learners and rigorous in design to insure the success of all learners. Assessment systems should assess broad standards/ outcomes(e.g. national/state standards), particular school or community needs and reflect the needs of particular learner populations. Here, I will use the terms "standards" and "outcomes" synonymously. Standards alone will not advance student success. There needs to be "delivery standards" which are the necessary inputs and processes students need to meet standards/outcomes. For Mt. Edgecumbe, delivery standards are found in the development of quality learning projects/activities and continuous assessment and improvement of those projects. Standards will not mandate improvement that matters, what is required is: understanding and value by educators, new skills and new behaviors. All three of these are developed by people in the "delivery" of standards. Adjustments and continuous improvements to learning projects and to the learning environment are based on leading indicators in processes and not on results. The idea is to stay ahead of poor results; continuous improvement embedded in formative assessment practices. This is the opposite of traditional reactionary management.

Educators must move beyond simply processing standards, values and principles that are admirable, beyond being quality theoreticians to develop systems capable of delivering quality learning practices for all students. Assessment systems should help educators accomplish the fulfillment of standards for all students, not a means to compare or rank students with one another. Assessment of learning standards in this sense is not to grade or judge a learners degree of success or mark, but to find out where a learner is and continue to help so learning can continue. A quality assessment strategy can also deliver data useful in making improvements to pedagogical processes and the learning environment.

The issue is not one of standardized assessments "vs" localized assessments, the issue is one of relevant and authentic assessments for the purposes of on-going formative learning assessment. Formative assessment should be on-going and used as a diagnostic tool for the improvement of learning, improvements to pedagogical processes, activities, projects, and resources. This is supportive of a quality principle that most problems(inclusive of those associated with learning) are inherent to the system and not directly within the control of individual learners. It is the learning system that must be able to deal with constant adjustments and improvements if high standards are to be attained.

In a quality system, summative (or judgmental) assessment or a mark in degree of success or failure of individual learners has no place. There is no one particular assignment or no one particular amount of time appropriate for all learners.

In The Harvard Education Letter, March/April 1994, Edward Miller states*"Traditional grading systems and the absence of clear goals and immediate feedback often kill student's natural motivation by creating anxiety, boredom, and alienation in school."* Millers comments seem to support a system that has clearly articulated standards. His comments do not speak kindly of grading or ranking as a means to the attainment of those goals or standards.

There are perhaps only a few other issues that have remained such a constant dilemma in public education over the years as *learner assessment*. The issue is centered around two related dilemmas of learner assessment. The first is the use of numerical rankings and grades. Second is the not so obvious function of learner assessment. We need to understand our purpose in using assessment systems, our methods and their intended outcomes. Why do we assess learning? Is it to judge the intelligence of individual learners to compare their relationship to other individual learners or is it to help individual learners to be successful in their learning? Most educators and parents would support the later. Yet too often prevailing practice illustrates it is comparison ansd ranking our assessment systems tend to facilitate and draw importance to.

There also exists concern around the maintenance of standards "vs" the use of grades as an external motivator. There are opponents and proponents of grading. There have long been those concerned with the harmful effects of grading and ranking. One of the recognized fathers of quality improvement, W. Edwards Deming, argued against grades and warned of the harmful effects of ranking and grading. Yet, many educationalists have asked the question "must success be measured against failure?" In recent times psychiatrist William Glasser has pointed out that failure is not a motivation for learners and labeling with failure will in time cause learners to believe they are of less worth than other learners and reduce their motivation and effort to learn. We need to rely on solid principles of quality theory; here Juran's 85/15% rule is appropriate. Eighty five percent of all problems that need improvement are to be found in the system and not the fault of people or necessarily under the direct control of people being effected by the problems. Again, W. Edwards Deming went even further suggesting the numbers are closer to 95/5%. These ideas further support using assessment to make process improvements (improvements in pedagogy, systems of delivery and learning environment) and not judge or rank individual learners.

This thinking has been with us for some time. In the 1920's, a pioneer, Superintendent Carleton Washburne of Winnetka, Illinois devised an alternative method of charting student progress. Washburne wrote that it would not be necessary for teachers to motivate students to learn using the threats and rewards of grades if teachers can *"discover the kinds of circumstances, activities, experiences, and stimuli that awaken interested response and recognition on the part of the child."* Washburne believed it to be a ridiculous assumption of the system that all students should be given the same assignment, same amount of time and or a common set of comparative marks for their work. This was not to assume that all learners could not be guided to a common set of expectations or standards. Washburne believed assessment was a tool for guiding educators toward the fulfillment of standards for all students. The Winnetka students achieved high standards during Washburne's day, yet, as with many educational innovations, in isolation success tends to be washed away by time and diluted by dominate mental models within our educational systems. Traditional college entrance requirements, prevailing belief and practice paradigms, complacency and fear/difficulties with the unfamiliar all enable the traditional system to prevail.

More recently, Alfie Kohn, author of "Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise and Other Bribes", summaries the grading dilemma in an interview with Sara-Ellen Amster of the Harvard Education Letter: *"Rewards (grades) undermine intrinsic motivation. At least seventy studies have shown that people who are rewarded are less likely to continue working at something once the reward is no longer available, compared with people who were never promised rewards in the first place. The more I reward a child with grades, for example, the less appeal those subjects will have to the child. It is one of the most thoroughly researched findings in social psychology, yet it is virtually unknown among educational psychologists, much less teachers and parents."* Kohn summarizes with: *"We can never meet our long term goals by doing things to students, only by working with them. Rewards, like punishments, are ways of doing things to people. And, to that extent they can never help them to take responsibility for their own behavior, to develop a sense of themselves as caring people, to work as creatively as they can or become excited learners for the rest of their lives. Rewards, like punishment, actively undermine those goals."*

It appears that history repeats itself, prior reform efforts have been diluted by dominate mental models within our educational systems. For productive systemic educational change/reform/improvement to occur we need to overcome isolation while not succumbing to the larger mental models of the system; we need to learn from models. Equally important is the relationship that Peter Senge describes in "The Fifth Discipline" regarding cause and effect and a not-so-close relationship in time and space; the importance of perseverance and long term thinking regarding reform become evident in this context.

With this much controversy we should have an idea about where and how our numerical assessment concepts and precepts, our prevailing numerical learner ranking paradigm originated? The assessment paradigm of public education in the twentieth century is told in a story by Neil Postman in his book "Technopoly".

Postman recounts the story of William Farish, a tutor at Cambridge University in 1792 who had the idea that a quantitative value should be assigned to human thoughts. This was the first account of an educator using a numerical based grade to assess human learning. Farish began the practice so many people take for granted, grading papers. To quote Postman, *"his idea(Farish's) that a quantitative value should be assigned to human thoughts was a major step toward constructing a mathematical concept of reality. If a number can be given to the quality of a thought, then a number can be given to the qualities of mercy, love, hate, beauty, creativity, intelligence, even sanity itself. When Galileo said that the language of nature is written in mathematics, he did not mean to include human feeling or accomplishment or insight. But most of us are now inclined to make these inclusions. Our psychologists, sociologists, and educators find it quite impossible to do their work without numbers. They believe that without numbers they cannot acquire or express authentic knowledge."* Postman states his belief that this is a peculiar practice. He elaborates by stating: *"To say that someone should be doing better work because they have an IQ of 134, or that someone is a 7.2 on a sensitivity scale, or that this man's essay is an A- and that man's is a C+ would have sounded like gibberish to Galileo or Shakespeare or Thomas Jefferson. If it makes sense to us, that is because our minds have been conditioned by the technology of numbers so that we see our world differently than they did. Our understanding of what is real is different."*

The first indications of institutionalized grading are found in 18th century records at Yale University. Students at Yale were ranked in relation to one another using words like "optimi", "inferiores" and "pejores". By the early 19th century several American universities were using letter and/or number scales to rank and compare students. Perhaps in understanding the foundations of our dominate mental models may better understand the complexities of reforming them.

Learning can occur without teaching and teaching can occur without learning. To bridge the distance between teaching and learning, learners need to have an active responsibility and role. Assessment strategies can build one such bridge. Using assessment to "learn how to learn" can help students and learning leaders develop skills and strategies to help one another learn more effectively. Although content expertise does have an effect on learning, let us not underestimate the effects of instructional design and assessment design and delivery.

What is needed is a system that maintains high delivery standards, provides formative assessment, provides incentive / motivation and does not harm learners. Such a system needs to be focused on the attainment of high standards/outcomes for all learners through their active participation. The purpose of the system is to find out where each learner is and how to continue to help each learner. In such a delivery system improvements are made to processes relative to the types of learning activities that facilitate learner success with high standards/outcomes and the adequate time for individual learning to occur. In addition, all that we do in terms of assessment needs to be periodically evaluated to insure that it is a means to facilitate growth and not an end in itself.

If history does repeat itself, the year 2000 will usher in yet another reform effort. History should teach us that we need to hold true to our values and beliefs regarding learning. The teachings and stories of many pioneers hold wisdom. A successful journey will depend on the actions of many individuals who have taken the time to listen and made the effort to step out on the trail. Perhaps the next four decades will reveal the success stories of those that have held true to their beliefs, of those who have taken the time to listen, of those who have ventured out on the trail and of those that have not let go of romancing their journeys.

"There are places where errors are inappropriate, but the imaginative phase of the creative process isn't one of them. Errors are a sign that you are diverging from the well-traveled path. A large part of creative thinking is not being afraid to fail. Comedian/director Woody Allen put it: "If you're not failing now and again, it's a sign you're not trying anything very innovative" ". From A Whack on the Side of the Head, by Roger von Oech (New York, Warner Books, Inc. 1990)

The Author Todd Bergman is the Quality Coordinator at Mt. Edgecumbe High School, a state wide public boarding school operated by the Alaska Department of Education in Sitka, Alaska. Todd is responsible for program development and teaching advanced learning technolgies and quality sciences to students and staff. He has traveled and consulted extensively in the United States and abroad in the application of technolgy and quality improvement to education and learning.

Appendix: The appendix for " Quality in Learning: *Romancing the Journey"* contains graphic and text examples referenced in the article, to include: the pyramid diagram, two competency matrices, learning roles in blooms' taxonomy, a self help diagram, a team roles diagram and an html learner portfolio example.

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References:

Video:

* Discovery Communications and the National Education Association present a "Teacher TV" documentary special on "The Learning Channel" entitled "Mt. Edgecumbe High School: Creating a Community of Learners".
First aired nationally on Sunday, November 5, 1995. This program is available on video tape with a program summary from: Teacher TV, 1201 16th Street N.W., Washington, DC 20036, USA. To order, by show title, you can call toll free to ph. 1-800-229-4200. The cost is $19.95. This program describes the development of a relevant learning environment at Mt. Edgecumbe High School in Sitka, Alaska and the results of Mt. Edgecumbe's quality improvement

Research Reports:

Kathleen Cotton, Researcher-Author. "Snapshot #36, Applying Total Quality Management Principles to Secondary Education-Mt. Edgecumbe High School". Northwest Regional Education Laboratory, 101 S.W. Main, Suite 500, Portland, Oregon 97204, USA. Ph. (503) 275-9500 or fax (503) 275-9489.

Academy for Educational Development. "Learning From Experience: A Cross-Case Comparison of School-to-Work Transition Reform Initiatives-Cross Site Analysis", and, "Mt. Edgecumbe High School-Case Study Report",
both: October 1995. These two research reports were prepared by the National Institute for Work and Learning, Academy for Educational Development, 1875 Connecticut Ave, Washington, DC 20009-1202, USA. The Mt. Edgecumbe report provides an overview of educational reforms at Mt. Edgecumbe. The Cross-Case Comparison report provides an examination of fourteen learning communities and a cross analysis distillation of twelve critical elements in school-to-work reform. The individual site reports are available for $10.00 each, U.S. funds (set of 14 for $110.00); the Cross-Case report is available for $20.00. To order, or, with specific questions call Kim Crawford at the Academy for Educational Development in Washington, DC at 202-884-8186.

Book References:

Walton, Mary. The Deming Management Method. New York: Dodd, Mead & Company. 1986.

Deming Management at Work. New York: Putnam. 1990

Peter M. Senge, "The Fifth Discipline: The Art & Practice of The Learning Organization", Doubleday, 1990.

Senge, Kleiner, Roberts, Ross, Smith, "The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization", Doubleday, 1994.

Robert Sylwester, "A Celebration of Neurons: An Educators Guide to the Human

References:

Brain", ASCD, 1995.

Joel Arthur Barker, "Future Edge", William Morrow and Company, Inc., New York, 1992.

Barker, Joel Arthur. Discovering the Future: The Business of Paradigms. Harper Collins. 1993.

Neil Postman, "Technopoly", Vintage Books: Random House, New York, 1993.

Editor, "Self Esteem creativity. The Case Against Rewards and Praise: A Conversation with Alfie Kohn", The Harvard Education Letter, March/April 1994.

Alfie Kohn, "Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise and Other Bribes", Houghton Mifflin Company, 1993.
(footnote: this book questions the most fundamental assumptions of traditional educational systems in regards to the motivation of learners)

Carleton Washburne, "Adjusting the School to the Child", Yonkers-on-Hudson,N.Y.: World Book Company, 1932.

Carleton Washburne, "The Winnetka Public Schools", Bloomington, Ill.: Public School Publishing Company, 1926.

Carleton Washburne, "A Living Philosophy of Education", New York: John Day Company, 1940.

Howard Sharron, Martha Coulter, "Changing Children's Minds: Feuerstein's Revolution in the Teaching of Intelligence"(available through "Books for Educators, Inc.", 17051 S.E. 272nd Str., Suite 18, Kent, WA. 98042, USA, Internet address: BOOKS4EDUC@aol.com)

Handy, Charles. "The Age of Unreason", Harvard Business School Press, Boston, Massachusetts, 1990.

Marsh, John. "The Strategic Toolkit", IFS International Ltd., U.K., 1993. Ordering: IFS Ltd, Wolsey Business Park, Kempston, Bedford MK42 7PW, United Kingdom.. Tel: (0234) 853605.

Internet Resources:

a sample selection of Quality Leadership Resources on the World Wide Web

by Todd Bergman-Mt. Edgecumbe High School, Sitka, Alaska
Todd_Bergman@mte.educ.state.ak.us

http://www.mehs.educ.state.ak.us/quality.html
this site is working to become an archive of total quality in learning resources and materials.

http://pages.prodigy.com/J/O/N/john/onlineqlist.html
this is a link list to a variety of web sites and listserves on quality and continuous improvement.

http://quality.org/qc/
Quality Resources Online is a collection of quality-related information and groups accessible over the web. This site has one of the largest quality link collections online.

http://deming.eng.clemson.edu/
Department of Industrial Engineering, Clemson University is host to this site with a mission of supporting world-wide efforts in quality improvement and education in quality.

http://www.asqc.org/
this is the front door for ASQC, the world's largest quality professional organization, publishers of quality progress and a broad range of other resources.

http://www.quality.co.uk/quality/home.htm
this is a United Kingdom based site dealing with European issues, resources and an extensive consultant list.

http://www.aasa-tqn.org/other.html
AASA's Total Quality Network: Interested in learning more about total quality management? This site links you to some leading TQ resources on the World Wide Web

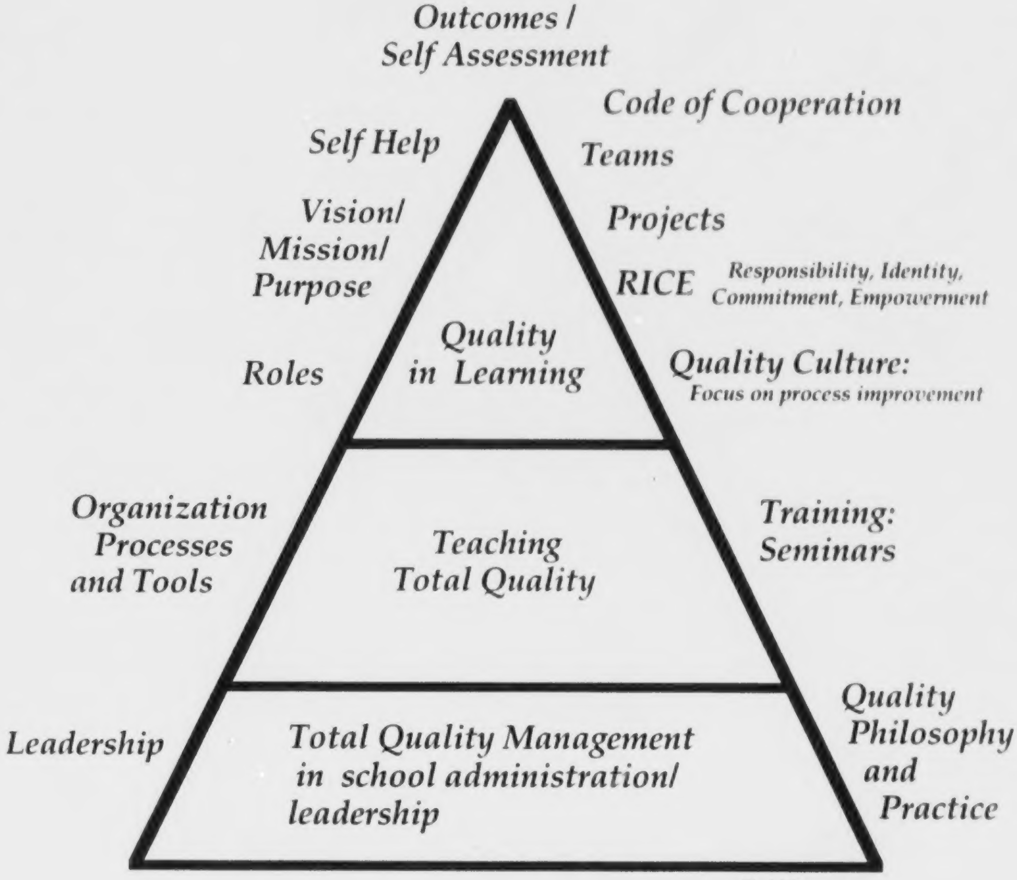
http://www.quality.co.uk/quality/home.htm
need some comedy to cool things off-you may wish to check out this site on the "Dilbert" comic strip-comics highlighting the lighter side of quality

http://www.nist.gov/quality_program/
This site is designed to assist U.S. businesses and non-profit organizations in delivering ever-improving value to customers through continuous quality improvement, utilizing the Malcolm Baldrige National Quality Award framework, core values, criteria, and assessment methods. The Malcolm Baldrige National Quality Award also awards education. Criteria within this self-assessment may be useful is establishing guidelines and practices for implementing quality within your organization.

http://rampages.onramp.net/~dumont/
this is the Deming Study Group of Dallas whose mission is: The Deming Study Group of Dallas is dedicated to achieving personal growth through shared experiences, resources, and knowledge in a supportive environment to better understand, implement, and apply Dr. Deming's philosophies of management.

Pyramid diagram

Mt. Edgecumbe's Quality Learning Community


Outcomes /
Self Assessment
Code of Cooperation
Self Help
Teams
Vision/
Mission/
Purpose
Projects
RICE
Responsibility, Identity, Commitment, Empowerment
Quality
in Learning
Roles
Quality Culture:
Focus on process improvement
Organization
Processes
and Tools
Teaching
Total Quality
Training:
Seminars
Leadership
Total Quality Management
in school administration/
leadership
Quality
Philosophy
and
Practice

Todd Bergman

Quality in Learning

Romancing the Journey

Mt Edgecumbe Learning Technologies: Process 2

Name:

PROCESS

Learning Outcome	*Competency Category*	*Competencies*	# of Comp's 56	Receiving	Responding	Valuing	Organization by Values	Characterization by Values
Apply Planning, Work, Study and Improvement with the aid of Learning Technologies	Make Commitments	Commit to an outcome	1					
		Be disciplined	2					
	Establish and Work a Project	Set high quality standards	3					
		Commit to a process: P.E.R.T.	4					
		Select relevant resources	5					
		Appropiate decision making	6					
		Pose relevant questions	7					
		Manage Process	8					
		Complete process	9					
		Communication styles of individuals	10					
		Recognize bias	11					
		present and explain	12					
		Self evaluation	13					
		Peer evaluation	14					
		Process evaluation	15					
	Apply Quality Cycle	PDSA...or other	16					
		Critical success factors	17					
		Collect data	18					
		Measure/Analyze	19					
		Generate actions	20					
		Implement actions	21					
		Validate actions	22					
		Refine actions	23					
	Ethics in Technology	Internet Ethics & Guidelines	24					
		MEHS Tech Code of Responsibility	25					
			26					
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			49					

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Mt Edgecumbe Learning Technologies: Content & Skills

Name:

CONTENT & SKILLS

Learning Outcome	*Competency Category*	*Competencies*	# of Comp's 5 6	Knowledge	Understanding/ Comprehension	Application	Analysis	Synthesis	Appreciation/ Evaluation
Developing Applications of Computer Learning Technologies	Access Technologies	Workstation System Software	1						
		LAN Network System	2						
		Communications in LAN	3						
		Data Management in LAN	4						
		Troubleshoot Problems	5						
		Other:	6						
		Other:	7						
		Other:	8						
	Computer Input Technologies	Computer Workstation Configurations	9						
		Scanners: Flat & Paperports	10						
		Video Cameras: 1/2 & 8	11						
		Video Recorders & Players: " "	12						
		Lazer Discs	13						
		CD ROM: Single & Server	14						
		Cable TV	15						
		Data & Graphics	16						
		Radius Ports	17						
		Direct Ports	18						
		Audio Technologies	19						
		Other	20						
	Media Software	Quicktime	21						
		Plug ins	22						
		Movie Digitizing	23						
		Movie Play	24						
		Still Image Capture	25						
		Image Enhancement	26						
		Image Coversion	27						
		PICT	28						
		EPS	29						
		GIF	30						
		Interactive	31						
		Hyperstudio	32						
		Digital Chisel	33						
		Integration & Sharing	34						
		Other	35						
		Other	36						
		Presentaion	37						
		Persuasion	38						
		ClarisWorks	39						
		Information managers/linking	40						
	Internet - Global	World Wide Web	41						
		Historical Perspective	42						
		Home Pages & Servers	43						
		Services	44						
		Audio	45						
		Video	46						
		News, Dispatch & Discussion	47						
		Commercial Enterprise	48						
		HTML	49						
		FTP & other (encription, etc.)	50						

Todd Bergman & Greg Raschick
Mt. Edgecumbe High School
Learning Process Improvement Matrix

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Mt. Edgecumbe's Learning Roles defined through the Affective and Cognitive Domains of Bloom's Taxonomy

RECEIVING: (affective)

What is the student's role at receiving? I have an attitude of interest, openness, curiosity, preparedness, attentiveness, and/or willingness to engage in a learning process.
What is the learning leaders's role at receiving? The learning leader provides an effective learning environment with a process that will engage the students interest, is interested in each student, and gives each the respect they deserve by their presence.
How is receiving demonstrated? I am attentive and interested in the learning process and those involved

KNOWLEDGE (REMEMBERING): (Cognitive)

What is the student's role at knowledge? I read, listen, watch or observe, take notes, and am able to recall information, ask and respond to questions. I practice self-help.
What is the learning leader's role at knowledge? The learning leader introduces, shows, presents information, and provides resources.
How is knowledge demonstrated? I can define by stating who, what, where, when, why, and how.

RESPONDING: (affective)

What is the student's role at responding? I am thinking about the information/skill being shared, and I am realizing how it connects with other information/skills as I interact during the learning experience in a way that benefits myself and others. I may participate at first because it is expected, but later because I desire participation. I practice self-help.
What is the learning leader's role at responding? The learning leader provides opportunities for each student to participate in the learning experience; encourages participation by using questions, active listening, clarification, and activities. The students responses are valued as they are observed.
How is responding demonstrated? I am interacting with others, desiring to learn and to accomplish the assigned tasks. I am beginning to realize the connections between what I am learning and what I know, or can already do.

COMPREHENSION (UNDERSTANDING): (Cognitive)

What is the student's role at comprehension? I understand the information or skill and can recognize it in other forms; I can explain it to others and make use of it. I practice self-help.
What is the learning leader's role at comprehension? The learning leader observes, listens, questions, evaluates, guides, and responds to students.
How is comprehension demonstrated? I can give a personal or original example of how I use this information.

VALUING: (affective)

What is the student's role at valuing? I recognize the importance of the learning process and the new information/skill. I am realizing its ability to be used separately or with existing information/skills that I already have to accomplish desired results. Not only am I involved in the learning experience, but I desire others to be involved and help facilitate their involvement. I practice self-help.

What is the learning leader's role at valuing? The learning leader provides a process that assists the student in making connections between the information/skill acquired during the learning process, and with existing information skills. An opportunity for application of the information/skill is provided that will encourage the student to realize its importance. The learning process will provide the student with opportunities to interact with other students and accept roles that allow the student to encourage others in their participation.
How is valuing demonstrated? I appreciate the information/skills that I am learning and desire to use them. I am not only interested in participating in the learning experience, but I also encourage others in their participation.

APPLICATION (SOLVING THE PROBLEM): (Cognitive)

What is the student's role at application? I can apply my prior knowledge and understanding to new situations. I practice self-help.
What is the learning leader's role at application? The learning leader observes, coaches, facilitates, and questions work being done.
How is application demonstrated? I can solve problems on my own. I recognize when the information or skill is needed, and I can use it to solve new problems or complete tasks.

ORGANIZATION BY VALUES: (affective)

What is the student's role at organization by values? I understand the importance of the information/skill and realize its relative importance, as a whole and in its component parts to the existing information/skills which I possess, and I act accordingly. I understand what can be accomplished with the information/skill, and I am realizing the importance of that for myself and others now, and for possible future use. I practice self-help.

What is the learning leader's role at organization by values? The learning leader observes, probes, guides, asks critical questions, and acts in a manner that assists the student with understanding the relative importance of the information/skills being learned, providing opportunities to use the information/skills in a team environment.

How is organization by values demonstrated? As I work in the learning environment I understand how the new information/skills can be used, and how important they are compared to other information/skills I already possess. It is important to me that I, and others with whom I work, know how to best use the information/skills, and use them effectively.

ANALYSIS (LOGICAL ORDERING): (Cognitive)

What is the student's role at analysis? I examine process. I break down information into component parts and can explain the individual parts. I know how and when to put the parts back together so that the organization of the whole becomes clearer. I practice self-help.

What is the learning leader's role at analysis? The learning leader observes, probes, guides, asks critical questions, and acts as a resource.

How is analysis demonstrated? I am able to teach the knowledge or skill effectively to another person and act as a resource for others. I can compare/contrast the information or skill with other knowledge or skills.

SYNTHESIS (CREATING): (Cognitive)

What is the student's role at synthesis? I use all knowledge, understanding, and skills to develop new tools, plan effectively, and create alternatives. I practice self-help.

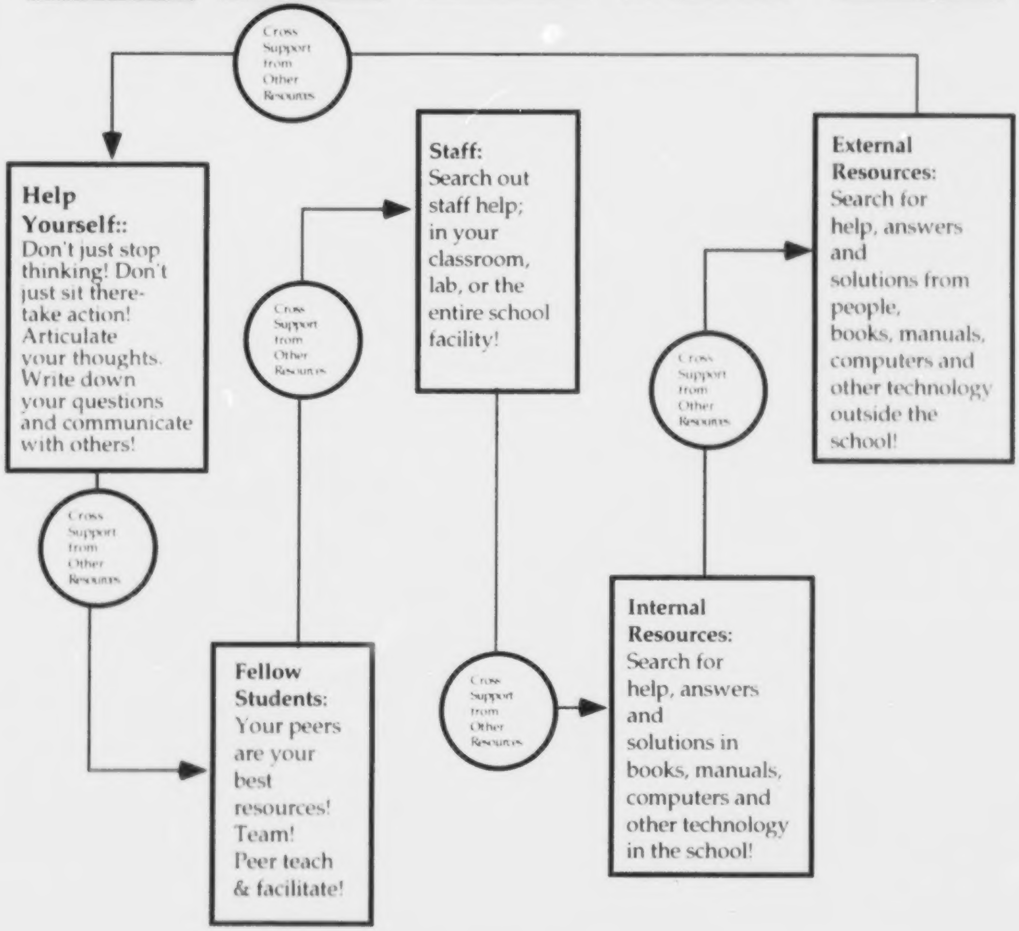
What is the learning leader's role at synthesis? The learning leader supports, guides, stimulates, and facilitates assessment.

How is synthesis demonstrated? I combine, develop, and create.

Self Help Deployment Flow Chart

Our Self Help Resources and Roles:

- **Myself**
- **Fellow Students**
- **Staff**
- **Internal Resources**
- **External Resources**



Cross Support from Other Resources
Cross Support from Other Resources
Cross Support from Other Resources
Cross Support from Other Resources
Cross Support from Other Resources

Help Yourself:: Don't just stop thinking! Don't just sit there- take action! Articulate your thoughts. Write down your questions and communicate with others!

Fellow Students: Your peers are your best resources! Team! Peer teach & facilitate!

Staff: Search out staff help; in your classroom, lab, or the entire school facility!

Internal Resources: Search for help, answers and solutions in books, manuals, computers and other technology in the school!

External Resources: Search for help, answers and solutions from people, books, manuals, computers and other technology outside the school!

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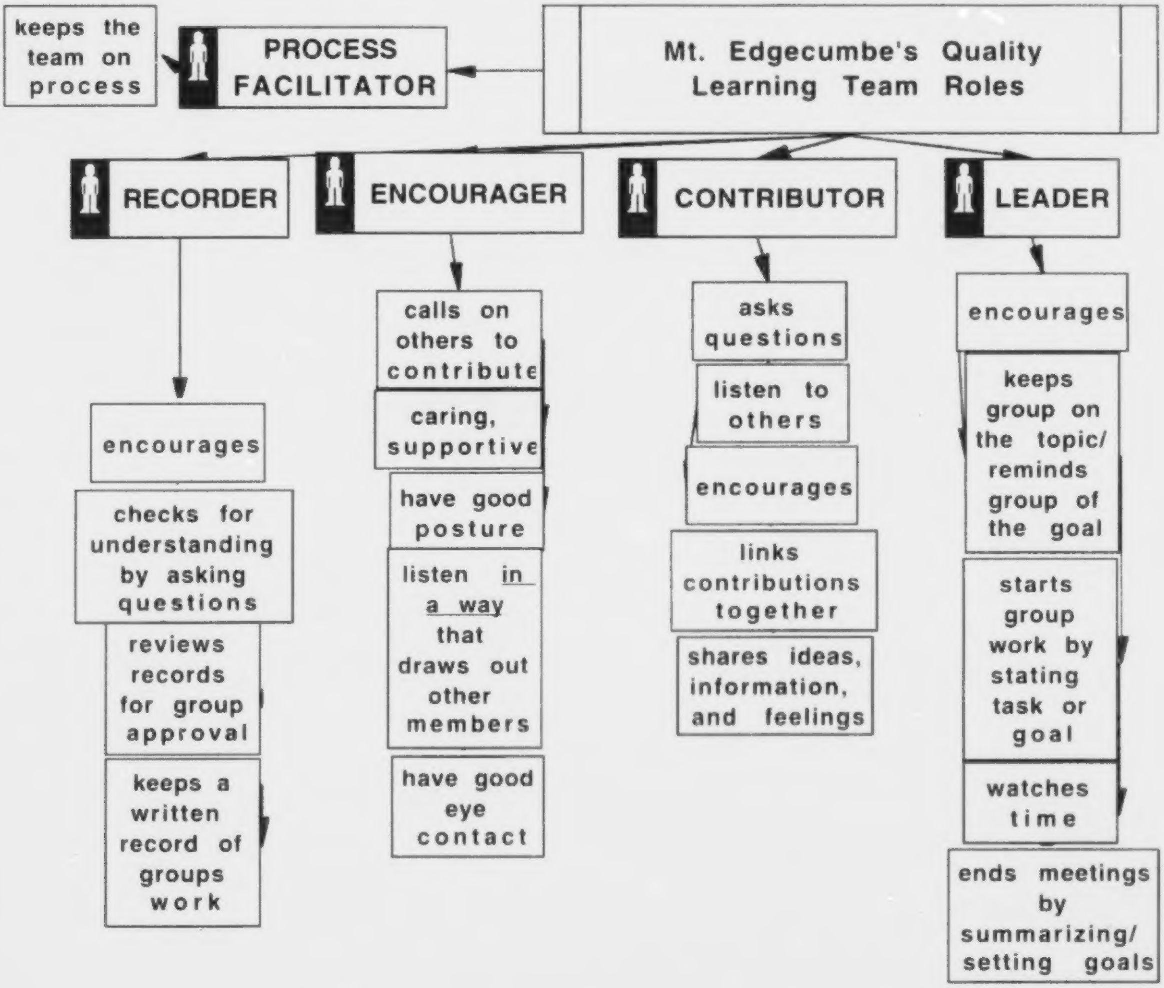
Mt. Edgecumbe's Quality Learning Team Roles
PROCESS FACILITATOR
keeps the team on process
RECORDER
encourages
checks for understanding by asking questions
reviews records for group approval
keeps a written record of groups work
ENCOURAGER
calls on others to contribute
caring, supportive
have good posture
listen in a way that draws out other members
have good eye contact
CONTRIBUTOR
asks questions
listen to others
encourages
links contributions together
shares ideas, information, and feelings
LEADER
encourages
keeps group on the topic/ reminds group of the goal
starts group work by stating task or goal
watches time
ends meetings by summarizing/ setting goals

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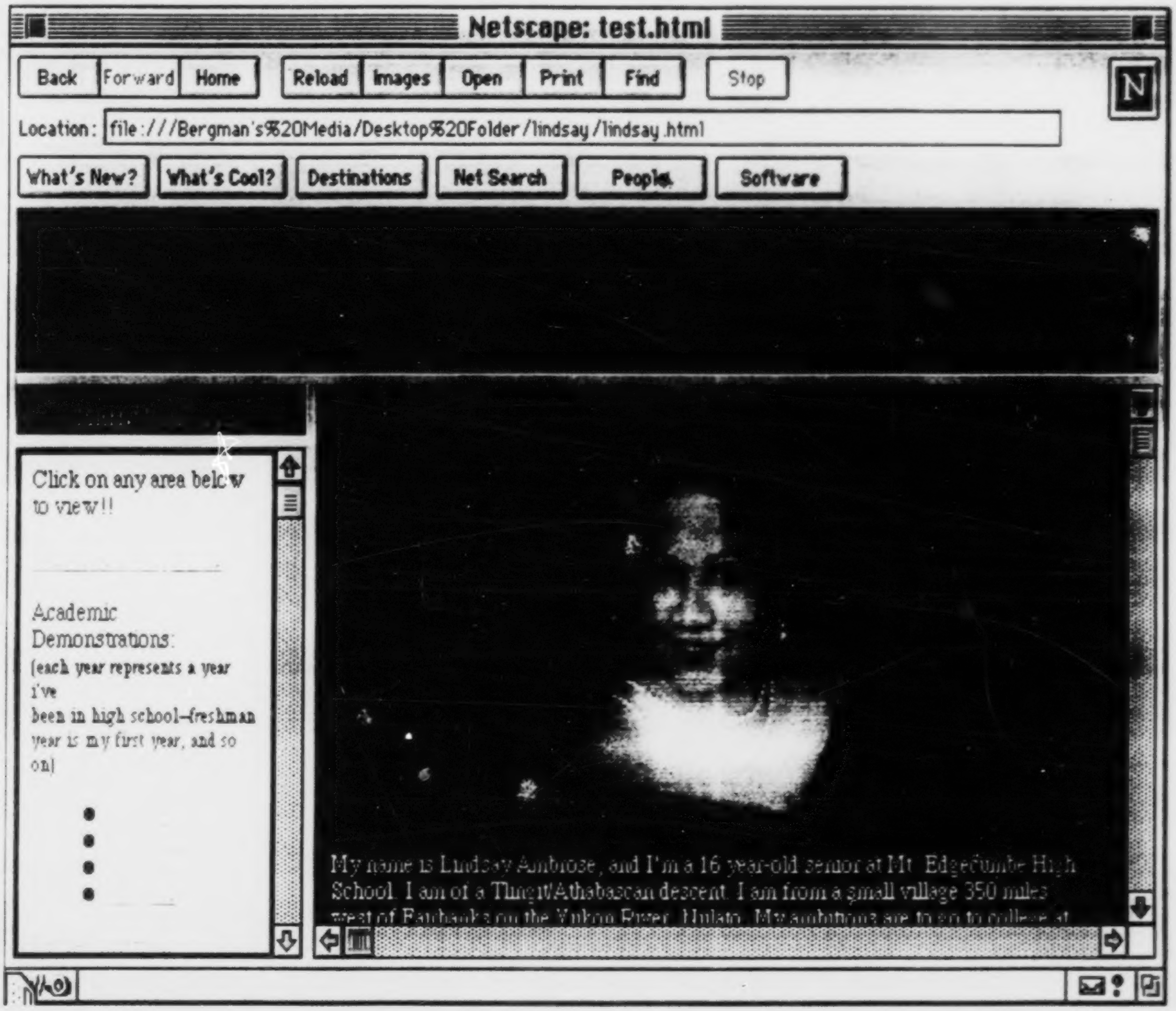
Netscape: test.html
Back
Forward
Home
Reload
Images
Open
Print
Find
Stop
N
What's New?
What's Cool?
Destinations
Net Search
People
Software

Location: file:///Bergman's%20Media/Desktop%20Folder/lindsay/lindsay.html

Click on any area below to view!!

Academic Demonstrations:
(each year represents a year I've been in high school–freshman year is my first year, and so on)

-
-
-
-

My name is Lindsay Ambrose, and I'm a 16 year-old senior at Mt. Edgecumbe High School. I am of a Tlingit/Athabascan descent. I am from a small village 350 miles west of Fairbanks on the Yukon River, Nulato. My ambitions are to go to college at

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Administration

Advisory Board
Vision / Mission
Campus Tour
Superintendent
Academic Principal
Residential Principal

Web Search

Web Search Engines
Launch Pad

Students

Student Portfolios
1998/99 Student
Application Process
Publication Guidelines
Student Handbook
Calendar / Events
Electronic Resources
Colleges/Careers/Financial Aid
MEHS Athletics
Cultures of Mt. Edgecumbe
Internet Hyperstudio Stacks
MEHS Graduation Requirements

Featured Projects

Law Related Curriculum

Staff

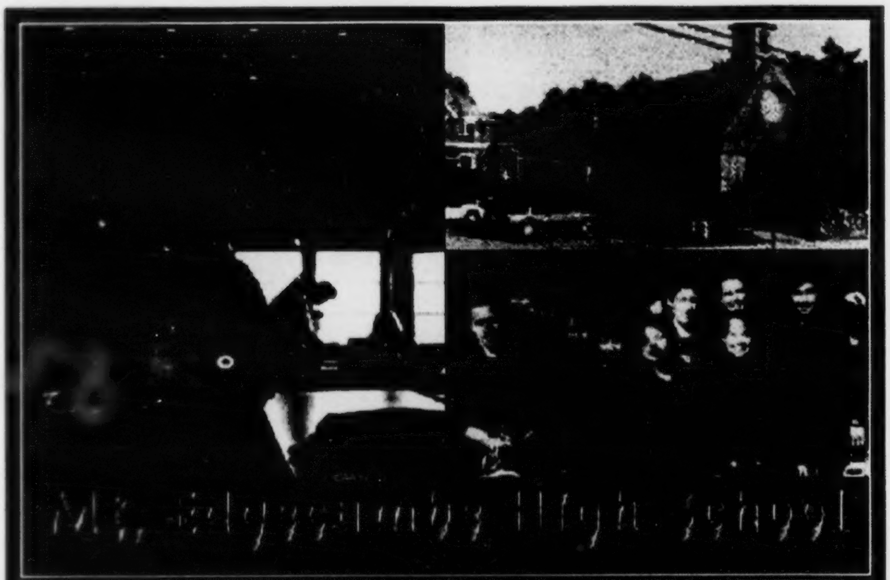
Administrative Staff
Academic Staff
Residential Staff
Support Staff
Staff e-mail directory

Parents

Parent Handbook
Parent Request Form

Alumni

MEHS History



Student Portfolios	Academic Staff	Administrative Staff	Residential Staff	Support Staff
Law Related Curriculum	Calendar	MEHS Sports	Student Clubs	Cultures of Edgecumbe
Edgecumbe History	Edgecumbe Alumni	Total Quality @ MEHS	MEHS Application Process	Parent Request Form
Channel Light Newspaper	Beacon Home Newsletter	Electronic Courses @ MEHS	Ethics & Policies	Alaska Department of Education
Parent Handbook	Student Handbook	Webcameras @ MEHS	Web Publication Guidelines	Feature of the Month

Mt. Edgecumbe High School Advisory School Board

Our Mission / Vision	MEHS Campus Map	Campus Photo Tour	Staff Phone / e-mail Directory

Mt. Edgecumbe Web Search Engines Launch Pad

Mt. Edgecumbe Web Locator for Colleges, Careers & Student Financial Aid

Gateway to Sitka, Alaska and beyond

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Alumni Database(in planning)

Total Quality

Total Quality
TQ Sharing Site

Sitka Alaska and beyond

Alaska Department of Education
Go to Sitka, Alaska

Happy Birthday Mt. Edgecumbe. Mt. Edgecumbe High School is fifty! The Golden Anniversary Celebration in Sitka(February 20, 21 & 22, 1997) was a success! The MEHS student body and over 300 visiting Alumni participated in the celebration. Click here for a photographic display of the Anniversary Celebration Click here for a photographic display of 50th memorabilia available by mail order!

Mt. Edgecumbe High School
1330 Seward Ave
Sitka, Alaska 99835
Phone (907)966-2201 Fax (907)966-2442
http:www.mehs.educ.state.ak.us

Mt. Edgecumbe High School

Vision / Mission

Mt. Edgecumbe High School Vision:

"An Innovative Learning Community Committed to Excellence"

We are ***INNOVATIVE,*** constantly striving to find and create better ways of pursuing our goals;

We are all engaged in ***LEARNING,*** staff and students alike, finding joy in its constant pursuit;

We are a ***COMMUNITY,*** bound by strong values and tradition, in many ways more accurately described as a family;

We are ***COMMITTED*** to learner success and the MEHS mission;

We care deeply about ***EXCELLENCE*** in its many forms.

Mt. Edgecumbe High School Mission:

Mt. Edgecumbe High School plays a unique role in Alaska's educational arsenal, serving as a schooling alternative for select students desiring a public-supported, residential boarding program. Historically, the school has served primarily students from rural Alaska who desire a more comprehensive high school program than what can reasonably be offered in their home school. The rigorous program and curriculum are based upon a conviction that students electing to attend Mt. Edgecumbe High School have a great and often unrealized potential.

Mt. Edgecumbe High School students are required to pursue rigorous

academic programs that encourage students to work at their highest levels. Administrators, teachers and other staff are required to keep current on educational advances and to initiate innovation, as well as challenging and stimulating, classroom programs and activities. By doing so, Mt. Edgecumbe High School serves not only students in attendance, but as a model for innovation for other high schools across our state.

A strong curriculum in Asian languages, career exploration, English, mathematics, science, social studies, technology, and wellness education is provided. Special emphasis is placed on the study of both historical and contemporary topics specific to Alaska. Studies of the history, culture, and languages of the Pacific Rim are a major curricular area and, to the extent possible, Pacific Rim studies are applied across the curriculum. Traditional vocational education is offered on a limited basis, with entrepreneurship/ technology stressed within the limited offerings.

Opportunities for leadership, public service and entrepreneurship are integrated into the program, both during and after regular school hours. The school guides and supports students in the emotional demands of being away from home, managing time effectively, and succeeding in a rigorous, academic-based high school program.

As a boarding school, Mt. Edgecumbe High School, offers students a wide range of support activities in both academic and residential programs to help ensure the success of all students. To facilitate personal growth and decision-making skills, each student is assisted, guided, and challenged to make choices about future academic or technical schooling and optional methods of securing a livelihood. Students are respected for their cultural background and diversity and are encouraged to participate in the governance of the school.

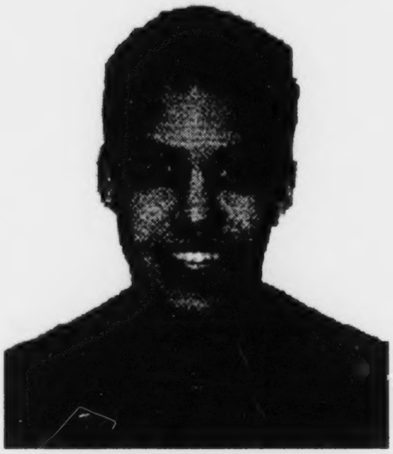
Adopted: February, 1997

MEHS Home / Learning Leaders / Total Quality / Electronic Learning

Mt. Edgecumbe High School

Electronic Learner Portfolios

(building on an html portfolio platform)



Sample Learner Portfolios - click on the name of a student to view their html-based learner portfolio:

Israel Archuletta (mehs sophomore)	Lindsay Ambrose (mehs senior)
Sam Ratcliff (mehs junior)	Albert Sarren (mehs senior)
Stacey Pestrikoff (mehs senior)	Josh Johnson (mehs senior)
Carl Weisner (mehs senior)	Andra Mitchell (mehs senior)
Dave Voisine (mehs junior)	Sheila Vent (mehs junior)
Nicole Royal (mehs junior)	Pam Lestenkof (mehs senior)
Mala Otton (mehs junior)	Macrina Andrew (mehs junior)
Wes Bredeman (mehs senior)	Sandra Varga (mehs junior)

As of December 1997, over four hundred students have constructed html based learner portfolios @ MEHS. Questions regarding the self-directed learner and portfolios may be directed to:
Todd_Bergman@mte.educ.state.ak.us

in considering an operational definition of a learner portfolio,

"Portfolio" a definition: a portfolio is a purposeful collection of student work that tells the story of a student's personal self and a student's achievement or growth characterized by strong vision of content, skills and processes addressed, built on student selection of work going in and referenced to criteria. Portfolios may demonstrate a wide range of student work. Students control the selection of portfolio content and material. Unlike standardized tests portfolios are direct indicators of a student's learning experiences. Portfolios allow teachers and parents to share real display of a student's performance without interpretation of test scores. Portfolios provide a natural medium for teacher-pupil discussions and the customization of individual learning experiences and goals. Comprehensive portfolios, maintained over a period of time, can exhibit comparisons of student work and illustrations of growth.

Other basic learner portfolio considerations are:

1) Who is the audience?...is the portfolio for display and/or the exhibition of growth, etc...

2) What is the context ? Who are / will be the users of the portfolio?

3) What artifacts can / should be included?

Demonstration, documentation and defense of learning and growth can include: speech, quicktime, essays, surveys, outlines, notes, recognitions, masks, collections, certificates, debates, reports, research, maps, photos, letters, tests, books, paintings, drama, news, statistics, murals, pamphlets, mock activities, travel, interviews, novels, presentations, seminars, games, journal entries, scales, budgets, electronic media, experiments, profiles, improvement studies, internships, work experience, simulations, slide shows, psychological profiles, resumes, drawings, opinion, poetry, matrices, songs, tools and techniques, self-assessment profiles, rubrics, formative and summative assessments, etc..etc..etc..

Basic Considerations for Electronic Portfolios

1) The portfolio should be learner-centered; that is, a framework enabling each learner to access a common platform to create and continuously improve a personal portfolio. (please note that teachers and administrators can/should be able to access some areas of student portfolios for the purposes of assessment)

2) The portfolio should be accessible by all learner stakeholders: teachers, parents, prospective evaluators, etc. (please note that some areas of a personal portfolio can/should be password protected)

3) Regarding required teacher time, maintenance and additions and deletions to learner portfolio should require minimal teacher time.

4) The electronic portfolio should accommodate easy storage and retrieval.

5) The portfolio should be easily portable; via storage device or electronic transfer.

6) The portfolio should be cross-platform, accessible via Mac or Windows environments.

7) The portfolio should accommodate automatic updating of records(i.e. student transcripts, records,etc...).

8) The electronic portfolio should have an accessible user interface (be user friendly).

9) The portfolio should have the capacity accommodate multiple forms of electronic multimedia: static text and graphic displays, databases, audio bites, video clips, panoramic files, object oriented(three dimensional) files, virtual reality, etc...

10) The electronic portfolio platform should be able to accomodate the integration of existing software files representative of individual capacities and assets.

The World Wide Web-Home Page-HTML(hypertext markup language) platform is capable of supporting all of the above.

General Portfolio Guidelines for MEHS Hardcopy or Electronic Portfolios

Definition:

A portfolio is an organized, purposeful collection of your work. The collection shows the skills, growth, capabilities, accomplishments of the author. It also highlights your talents directions, and goals. It contains a variety of materials representing your academic, extra curricular and non-school related life.

Audience:

The first audience for these portfolios is yourself. It serves as a record of achievement for the author. Second, the portfolio is also designed with colleges, scholarship committees, and future employers in mind.

Contents:

Required--

1. a personal cover page

2. an annotated table of contents--

Each item in the table of contents has a short explanation or description of the sample which explains your reason for including it in your portfolio (What skills, growth, capabilities and/or accomplishments does the work represent?)

3. a personal statement--this is your introduction and can also be used as an application "essay" for colleges or scholarships

4. a resume

5. transcripts (optional)

6. letters of reference

7. a minimum of eight samples representing at least four different academic subject areas. Each sample should include a brief reflection on its significance.

8. a minimum of two articles, newspaper clipping, certificates, photographs, or other evidence of two different non-academic activities. This may include sports, family, culture, clubs or organizations jobs, community service or hobbies. Each piece should include a brief introduction statement to tell its significance.

Optional--

1. other samples of academic achievement

2. other samples of non-academic life

3. photos, cassettes, videos(audio clips and/or video clips in electronic portfolios)

4. diskettes or CD-ROMS

5. photographs / digital pictures...

Evaluation:

1. Are the required contents included?

2. Has editing been carefully done so that mechanical errors are non-existent?

3. Is the portfolio neat and organized with samples easy to find, sections labeled and appearance pleasing to the eye?

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4. Does it define you as a person?

Consensus brainstorm of components for

Comprehensive Electronic Portfolios

from Mt. Edgecumbe Quality Improvement Seminars(Spring 1996)

The following is a distillation of the core components for a comprehensive learner portfolio generated through the planning work of one hundred ninety Mt. Edgecumbe students and staff. (please note that a portfolio is a type of resume')

Mt. Edgecumbe electronic learner portfolios may contain:

1) Family history/personal demographics:

2) Cultural background

3) Home community

4) School community:

5) Personal values and beliefs

6) Career aspirations

7) Academic demonstrations, experiences, projects,etc...

8) Community service and volunteer organizations

9) Work experience

10) Travel experience

11) Demonstration of intelligences: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal and intrapersonal

12) Leadership and teamwork experience

13) Academic records, variety of, and recommendations

14) Personal accomplishments, recognitions,awards,certificates, honors, etc.

15) Leisure activities,hobbies,interests,wellness, athletics, etc.

Accommodations of the materials to be included in an electronic portfolio can be through written language, photographs, graphics, video clips, audio clips and linkages to other electronic sources available via the Internet.

Guidelines for the selection and display of portfolio materials (publishing guidelines)

Mt. Edgecumbe High School World Wide Web Composition and Submission Guidelines

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Publication Approval Form

for publishing an html(electronic) learner portfolio on the MEHS World Wide Web site

download a copy of this publication form in Adobe Acrobat pdf format

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December, 1997

Dear Parent or Guardian:

Our staff and students have designed an exciting project that promises virtually unlimited potential for your son or daughter. That project is the student generated electronic portfolio. I have inspected many of these electronic portfolios and have been absolutely amazed by the quality of work our students have produced.

What is an electronic portfolio and why might your son or daughter benefit by designing one? An electronic portfolio is a student designed document consisting of the best work your son or daughter has produced during his or her high school years. Using modern technology, it literally paints a picture of your student. It includes outstanding class projects, a personal resume, a personal mission statement, creative computer projects, personal graphic designs, family and cultural background, and many more items that showcase who your student is and what he or she can do. It offers proof to the world that your son or daughter can produce high quality work. In addition, it demonstrates to the student, his teachers, and his parents the learning growth that the he or she has attained. Furthermore, this innovative project allows students to showcase their work to potential employers worldwide.

There can be a risk attached to any information that is posted on the Internet, for the school can't control all access to your student's electronic portfolio once it is on the World Wide Web. Once the electronic portfolio is posted on the Web, any person who can access the Internet can access personal information about your student. Essentially, posting this portfolio on the Internet will allow persons whom you do not know to access information about your student. However, personal information, such as home addresses and phone numbers, will not be shared on the Internet.

If you are not comfortable with that scenario, please let the school know, and we will help your student develop a portfolio, but not post it on the Internet. I can assure you that your son or daughter will have a rich educational experience whether they post their web page or not. Not posting the portfolio on the Internet will have no negative impact on his or her grade.

If you are convinced that the advantages gained by allowing your student to post his or her portfolio on the Internet outweigh the risks, then our staff will continue to help him or her accomplish that goal. Just sign the enclosed Internet Publication Approval Form in the appropriate space to lend your approval.

Mt. Edgecumbe High School has gone to great lengths to hold students to high standards, to inform them about the perils inherent in this project, and to advise them of risks as they continue exploring the potential of the Internet, but we can't safeguard your child from every potential misuse of the World Wide Web. The decision to post your student's electronic portfolio on the Internet rests entirely with you and your student.

If you need further information or clarification about this project to help you with this decision, do not hesitate to call me or Todd Bergman at (907)966-2201, or e-mail us at the addresses listed on the bottom of this letter. Thank you for giving serious consideration to this innovative component of your student's education.

Sincerely,

Hal Spackman, Principal

Hal_Spackman@mte. educ.state. ak.us

Todd Bergman, Webmaster

Todd_Bergman@mte. educ.state. ak.us

---

html Portfolio Publication Approval Form

(1) Conforms to "Mt. Edgecumbe High School Composition and Submission Guidelines for World Wide Web Server HTML Documents" specified at:

http://www.mehs.educ.state.ak.us/guidelines/publishing.html

go to: http://www.mehs.educ.state.ak.us, then, look under "Web Publication Guidelines"

(2) Conforms to all content and quantity requirements specified in "Computer 3 html learner portfolio timeline & requirements" (see reverse side of this form).

(3) Portfolio has been reviewed by an academic staff member. This staff member has signed off on the following points (please use this form):

* Name of academic staff member reviewing portfolio (please print):________________________

(A) Student has demonstrated at least ten projects posted in their portfolio

Reviewing teacher's signature:___________________________

(B) These projects are from at least three different academic subjects

Reviewing teacher's signature:___________________________

(C) The portfolio includes an introduction to the portfolio including a personal introduction

Reviewing teacher's signature:___________________________

(D) Student has included their personal resume

Reviewing teacher's signature:___________________________

(E) This portfolio is free of spelling errors

Reviewing teacher's signature:___________________________

(3) Portfolio folder is organized, all files correctly named and no extra files exist in the portfolio folder.

Webmaster review:____

Final Approval academic principal:_____________________________

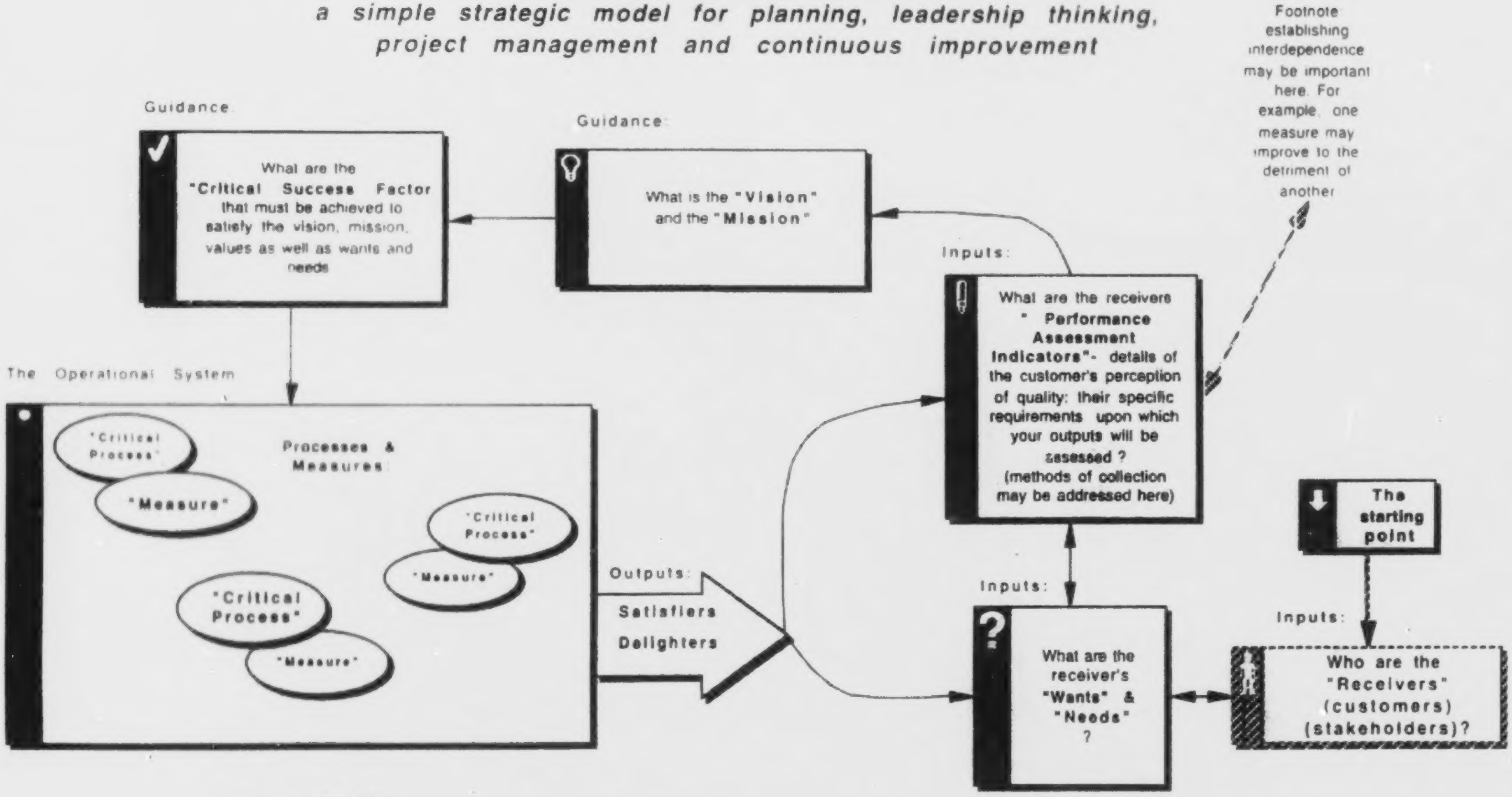
Student signature:____

Parent signature:_____________________________________

MEHS Home / Learning Leaders / Total Quality / Electronic Learning

Quality Process Model:

a simple strategic model for planning, leadership thinking, project management and continuous improvement



Guidance:

✓ What are the **"Critical Success Factor** that must be achieved to satisfy the vision, mission, values as well as wants and needs

Guidance:

What is the "**Vision**" and the "**Mission**"

Footnote establishing interdependence may be important here. For example, one measure may improve to the detriment of another

Inputs:

What are the receivers **" Performance Assessment Indicators"**- details of the customer's perception of quality: their specific requirements upon which your outputs will be assessed ? (methods of collection may be addressed here)

The Operational System

Processes & Measures:

"Critical Process"

"Measure"

"Critical Process"

"Measure"

"Critical Process"

"Measure"

Outputs:

Satisfiers

Delighters

Inputs:

? What are the receiver's "Wants" & "Needs" ?

The starting point

Inputs:

Who are the "Receivers" (customers) (stakeholders)?

update 7/97
Todd Fergman

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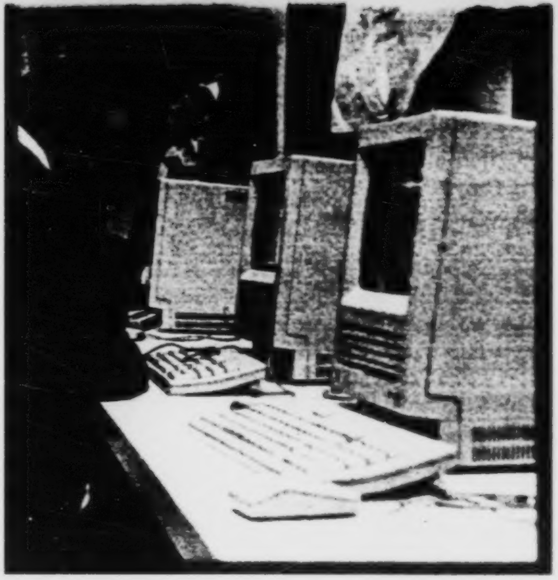
Past & Present



In 1947, the Bureau of Indian Affairs (BIA) opened Mt. Edgecumbe High School on the site of a former World War II military installation on Japonski Island, adjacent to the Southeastern Alaskan city of Sitka. During the next 36 years, the school underwent several changes: at one time it served all grades, from first through twelfth, enrolling nearly 600 students. The institution earned an outstanding reputation through the accomplishments of the many distinguished alumni who graduated between 1947 and 1983.

Mt. Edgecumbe closed temporarily in 1983, when the BIA reduced its role in Alaskan education. Two years later, the Alaska Department of Education re-opened Mt. Edgecumbe as a public boarding school. The official governing body of the school is now the Alaska State Board of Education; an Advisory Board consisting of eight members appointed by the State Board works closely with the superintendent throughout the school year.

The traditions of excellence that characterized Mt. Edgecumbe in its earlier years remain an essential part of the life of the school today. Mt. Edgecumbe graduates — past, present, and future — take pride in the growing legacy of Mt. Edgecumbe High School, truly an innovative learning community committed to excellence.

For Questions or additional information, please contact the school.

By mail: Mt. Edgecumbe High School
1330 Seward Avenue
Sitka, AK 99835

By phone: (907) 966-2201

By fax: (907) 966-2442

By e-mail: mehs@mte.educ.state.ak.us

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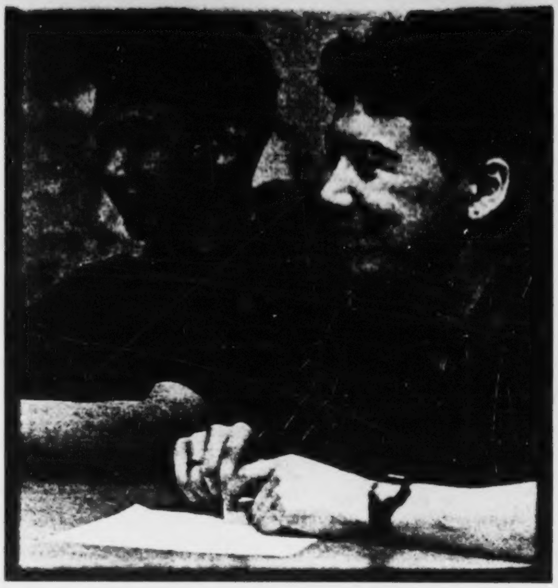
ovative

Student Body

One of the richest resources at Mt. Edgecumbe is the student body itself. Approximately 275 students attend the school each year from throughout Alaska. Most come from communities with high schools enrolling fewer than 50 students; 80% are Alaska Native.

This diverse population results in a unique and remarkable learning community — a blending of cultures and beliefs, old ways and new — honoring the wisdom of the past while working together to forge the future. Friendships made at Mt. Edgecumbe often last a lifetime.

Mt. Edgecumbe students are exceptional individuals who want to be effective leaders in a variety of areas. Surveys have shown that 75% of graduates go on to four-year colleges or other post-secondary educational institutions.



What do you like about going to Mt. Edgecumbe High School?

"...cultural diversity..."

"...teachers who care for us as individuals, not just students..."

"...the experience of living with my friends in a dorm life situation..."

"...the education I'm getting...the people here..."

"...the friendliness and sense of family..."

"...the unique ways of learning..."

"...all the opportunities we have here..."

"...the encouragement of the staff..."

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Todd Bergman
Quality Coordinator,
Mt. Edgecumbe High School
Sitka, Alaska
http://www.mehs.educ.state.ak.us
todd_bergman@mehs.educ.state.ak.us
,or, tbergman@ptialaska.net

Todd Bergman is quality coordinator for Mt. Edgecumbe High School, Alaska Department of Education, Sitka, Alaska nine months and travels as a consultant to education three months a year. Todd holds a BA in K-12 education, a masters in business and cross cultural education and business and an administrative degree from the University of Alaska. Mr. Bergman has been in public education for seventeen years, with teaching experience at university, high school and middle school levels and administrative experience at the secondary level.

In his position at Mt. Edgecumbe, Todd has been responsible for mentoring staff and students in the development of a quality based education system. Todd has directing the quality innovation and training at Mt. Edgecumbe High School for six years.

Todd has provided a wide range of presentations and training across the United States and abroad to include, Galeleo Quality institute-New Hampshire, Model Schools Showcase-North Dakota, International Center for Leadership in Education-New York, Arthur Anderson & Co. - Schools of the Future-Chicago, Illinois, The New American Schools- Chicago, Illinois, British Columbia School Superintendents Association-Vancouver, B.C. Canada, National Center for Work and Learning- Washington, D.C., Center for Total Quality in Education and Community- Lester, United Kingdom, The International Principal's Association- Harvard University, The EFG Curriculum Collaborative and Joel Barker- Chattanooga, Tennessee, Models for High Standards, Edgecumbe 95 Conference, and many university systems..

Mt. Edgecumbe High School is the nation's pioneer school system implementing total quality and continuous improvement, now in their seventh year. Mt. Edgecumbe has been featured in Megatrends 2000 (book), Quality or Else (film), Strategies for Change (film), The Quality Management

Report (film - The Juran Institute), The National Alliance of Business-Using Quality to Redesign School Systems (book) and countless periodicals, professional journals and newsletters. Perhaps one of the most detailed written study /overviews of the quality journey of Mt. Edgecumbe is a "Snapshot #36 Applying Total Quality Management Principles to Secondary Education-Mt. Edgecumbe High School" (a published research series) available from Northwest Regional Education Laboratory in Portland Oregon. "Creating a Community of Learners" a thirty minute television special on Mt. Edgecumbe's quality transformation aired nationally on Discovery Communications in the Fall of 1995.

The word of quality implementation, innovation and culture at Mt. Edgecumbe High School has spread to education systems in New Zealand, Australia, Japan, Europe, South America, and across the United States.

The effort at Mt. Edgecumbe has been on the involvement of their students in the continuous improvement of their own learning; teaching students improvement processes that impact the student's abilities to assess and improve their attainment of knowledge and skills; further more building on these improvements to develop new and innovative processes for learning. Specific processes for visioning, planning, working, self assessment, continuous improvement of the learning environment and the roles of teacher and student have emerged.

WORKSHOP EVALUATION

Name of Presenter: ____________________ Date: ____________________

Name of Session: ____

Please write in comments where appropriate, or use the other side.

1. The approach used in the session was the correct one.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

2. The session was worth the time I put into it.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

3. The facilities for the session were adequate.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

4. The overall planning of the session was done well.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

5. The presentation of the material was done well.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

6. The handouts were well coordinated with the presentation.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

7. The handouts helped in understanding the material.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

8. The information presented in the session will help me to do a better job.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

9. This type of session is needed.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

10. This session cleared up areas of confusion which are important to me.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

11. This conference should be repeated in other locations.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

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Creating a School-Wide Literacy Climate

Sig Boloz

Ganado Primary School
P.O. Box 1757
Ganado, AZ 86505
(520) 755-1020

The GLAD Project © 1998 by Sigmund A. Boloz 1-520-755-1020

THE GLAD PROJECT

by Sigmund A. Boloz

Ganado Primary School is a public school located entirely within the boundaries of the Navajo Indian Reservation. Located 150 miles from the nearest state university, Ganado Public Schools (1,000 square mile attendance area) and its five chapter communities, continue to face many incredible challenges. The high unemployment rates (nearly 60%), single parent homes (42%), dysfunctional families (32%), no running water in home (42%), and no electricity (28%) all contribute to the challenge. It is incredible that a school like Ganado Primary School exists. It is a source of community pride and a symbol of real hope for the community and its children. The 475 students who attend kindergarten through second grade at the school reflect many of the strong values of their ancestors.

Recent awards and/or recognitions:

1990 National Lead School, given at Atlanta, Georgia conference of the National Council of Teachers of English. Chosen as one of five national exemplary programs in North America working with at-risk children. We only applied to be an exemplary site in Arizona but we were delighted that in the additional recognition.

1993 Arizona Exemplary Reading Program (Arizona Reading Association) and National Exemplary Reading Program (International Reading Association), given at the San Antonio, Texas conference of the International Reading Association. Follow up article appeared in The Reading Teacher, February 1994.

1994 Exemplary Chapter I School wide Project, (U.S. Department of Education). One of twelve schools discussed as exemplary School wide programs in Implementing School wide Projects: An Idea book by Pechman and Fiester, for 80 pp.

1994 Energy Conscious Community Award of Achievement, U.S. Department of Energy San Francisco Regional Support Office, presented to the district at the Phoenix conference for outstanding energy conservation achievements in the construction of the new Ganado Primary School (Open April 1993). The building design was also recognized in the November 1993 issue of *American Schools and Universities* magazine as an outstanding building.

1995 National Exemplary Program in Indian Education for 1994, Native American Scholarship Fund, Inc. presented at Albuquerque, New Mexico conference of the Coalition of Indian Educators.

1995 The Number One School in Arizona, and one of five A+ School, Arizona State Elementary School Recognition Program cosponsored by the Arizona Department of Education and the Arizona Educational Foundation, presented at Phoenix, Arizona by State Superintendent of Public Instruction, Lisa Graham.

1997 National Blue Ribbon School of Excellence, one of only 263 Blue Ribbon Schools, US Department of Education Recognition program, presented at Washington, D.C. By US Secretary of Education Richard Riley. There are over 85,000 elementary school serving American children

These awards reflect the total quality of the program. Ganado Primary School is not just a school with one excellent program. Ganado Primary School is a 21st century school building that addresses the conservation needs of the future, within the context that mirrors the cultural values of the children that were designed by teachers and staff to support a wonderful, child-centered curriculum.

The transformation of Ganado Primary School's language art's curriculum, from a textbook-dominated, to a child-centered program has covered the past seventeen years when we created of the Ganado Learning Arts Development (GLAD) project.

We have worked to create a one-program emphasis, to eliminate pullouts, and to coordinate federal and state programs to support a single focus rather than fragmenting our approach. There are no pullout reading programs for remedial readers at the school. Instead, the school staff has opted to decrease class size (22-1 in kindergarten, 15-1 in first grade and 20-1 in second grade), with part-time (.625 FTE) parent helpers in each grade. To increase articulation across grades by organizing 3 Schools-within-a-School, has created 14 multiage classrooms (K-2) and provides each student with a regularly scheduled, pullout-gifted experience which emphasizes expanded literacy opportunities through the fine arts, movement and drama, computer labs and Navajo language programs.

In 1993, we became a Collaborative Literacy Intervention Project (CLIP) site. Similar to Reading Recovery, this year-long, intensive, reading-acceleration training program has since resulted in 32 certified reading teachers now working within the school. We have implemented three annual, summer, week-long early childhood academies for teacher assistants and parent helpers from our school. Ganado is also a summer training site for the Northern Arizona Writing Project (NAWP). Our school has a professional library of more than 2,000 volumes and 200 professional video tapes.

The district involved the school staff and the community in the design of Ganado Primary School (open in spring, 1993). The school reflects the traditional values of the Navajo culture which are incorporated in the district's Foundation's of Learning. The building is culturally relevant in its construction and physical orientation and an ideal early-childhood teaching environment. For instance the physical layout of the school, is designed to promote communication around a 5,000 square open library, three computer labs (more than 200 student computers and 40 adult computers), and two Navajo language classrooms. Three 11,000 square foot instructional School-Within-a-School (SWAS) classroom clusters surround the center.

The East School (white and representing critical thinking) or a special project cluster is made up of nine classrooms made up of nine multiage classrooms of which three are integrated special needs, Project Success classrooms. The South School (blue and representing career awareness) is made up of nine classrooms called a School-within-a-School. The West School (yellow, representing social interpersonal relationships) is also a School-within-a-School.

The 1996-1997 school year was the sixth year that the school staff had established a school-wide goal to require that each classroom have an at-home reading program. Many use the BOOK-IT!. Last year, our 450 students read more than 82,000 books as part of the program. An Elementary Reading Attitudinal Survey indicated very high levels of reading satisfaction between first and second graders. A parent survey conducted during the 1997-

1998 school year indicated that 98% of the students at the school felt positive about their education and that 93.4% of the parents favored our approach.

Although most students are limited English proficient and come from homes where Navajo is the home language, students demonstrate continued successes in reading writing, speaking, listening and attitudinal scales.

Our statistical analysis of student achievement indicates that those students who stay with our program are five to 10 NCEs ahead of those students moving in and out of the system, that reading achievement is correlated with attention to the at-home reading program, and is affected significantly by the commitment of the teacher to literature study and the writing process. Our standardized reading scores demonstrate a 19-point increase from five years ago in reading comprehension.

District-wide writing assessments, language assessment scales, reading attitudinal scales, and parent and teacher opinions, all indicate great levels of progress. Our students were judged as runner-ups in the annual State Poetry Contest (more than 4,000 entries were received and only 240 K-12 students were selected) during several of the last years. A second grader at our school was the state winner in 1995.

The Wee Deliver, sponsored by the U.S. Postal Service, enables the school to establish their own postal service within the school. Our student council, first and second graders, handles all of the mail responsibilities. Students send more than 6,000 letters yearly to friends, teachers, family, and other students. During our open house, 97 parents stopped by our post office and wrote letters to their children.

Ganado Primary School
Fact Sheet

Population 453 students **Grade Span** Kindergarten through Second Grade

Management

Principal: Sigmund A. Boloz (since 1980)

School Site-based Council: (Instructional improvement Committee IIC) Made up of unit leaders from the various school clusters, parent groups.

Key Staff: Counseling staff, Head Cook, Head Custodian, office staff.

Committees: The IIC is the only standing committee within the school which includes teachers. Curriculum Dialogue meetings, Focus Groups, Principal Conversations and Unit meetings occur with enough frequency that committees are not deemed necessary.

Significant Features

(Setting up the conditions for success)

Cultural components designed into building
. 2 Navajo Enrichment rooms (one a traditional hogan)

5,000 square foot open library: the hub of the school

3 computer labs: exploratory, keyboarding and newspaper labs.
. 200 computers, CD Roms, Touch screens

Three smaller school clusters or School-within-a- School (SWAS): Each made up of 9 classroom that act as family groupings (11,000 square feet).
East, South and West Schools.

14 multiage classroom: Combination classrooms each containing approximately 6 kindergarten, 6 first, and 7 second grade students. The students stay with the same teacher for all three years within the school.

Key Principles and Guiding Assumptions

Systemic Change is the Goal

If there is a program or practice within the school of high quality, then everyone should have access.

Most conditions which impede learning are system, not student, challenges. Work to change the system rather than the child.

Early Childhood(We teach the child and not the curriculum)

- Writing Process
- Brain-Compatible Learning
- Quality is more important than Quantity
- Teacher as a critical element
- Integrated Thematic Instruction
- Family is the unit of instruction
- Developmentally appropriate
- Choices
- Literature Study
- Quality School Concepts

Student Involvement and Participation

- Tour Guides
- Student Government
- Newspaper Staff
- Mail Staff
- Television Staff
- Advanced literature

Home language is an asset

- (2) Navajo Enrichment Classrooms
- Conversational Navajo Program

Create Neighborhoods of instruction

- Schools-within-a-School (3)
- Multiage classrooms (13)
- Project Success Classes for students with exceptionalities (3)

Family Connection Center

- Paraprofessionals (45 part-time)
- Volunteer Program
- High School Tutors (15)
- Teacher Helpers substitutes (7)
- Family Literacy Specialist/Social Worker
- GED Program for Parents who also work with school 15 hours weekly (20)
- Foster Grandparents

Focus on Positive (keep children on their cutting edge) no retentions

Few persons reach peak performance under constant negative attention.

Build on everyone's strengths.

Everyone needs gifted experiences.

Smaller class size and Individualized instruction

Ongoing Assessment

- Assessment team/ substitutes
- Electronic portfolio and Data Base

Teacher is the most effective instructor

Negotiates the curriculum

- The interest of the child
- the interests of the teacher
- the district standards

Staff Education is a Process and must be Intensive and Ongoing.

Staff have good ideas but need constant input.

- Professional library (2000 volumes)
- Focus Groups
- University Classes
- Professional Videos (200)
- Curriculum Conversations
- NAWP
- Quality Schools
- ITI
- CLIP

Teacher time must be respected and protected.

- Limit duties
- Limit committees
- Place resources close to classrooms
- Assistance with assessment and record keeping

Positive Public relations (people act as they believe)

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PROTECTING TEACHER TIME

- **Put resources close to teachers.**
  - butcher paper
  - copy machines
  - laminator
- **Be clear about what the school values.**
- **Share research on cutting edge teaching and best practices.**
  - articles
  - videos
  - professional library
  - magazines in classrooms
- **Limit committees.**
  - curriculum conversations (required)
  - principal conversations (open agenda)
  - Focus groups (teacher led)
- **Hire Paraprofessionals to supplement**
- **Limit non-instructional duties.**

“When you protect teacher time, you protect everyone’s time.” Sigmund A. Boloz 1997

Staff Education

(Building a mosaic while avoiding fertilizer, pink ice in the urinal, and entropy, the teacher is the critical element)

Staff Development begins at the interview process.

Student Teachers and new staff need to be assimilated

Essential experiences: videos and articles

New staff must be brought on clearly, quickly and intensively.

Staff development must be Intensive and long range

- Collaborative Literacy Intervention Program (CLIP)
  - 32 of the teachers and staff are now certified reading teachers
  - 14 observations
- Northern Arizona Writing Project (month-long summer workshop)
- Quality Schools Concepts and Meetings
  - Quality School Training, Active Teaching, Active Parenting
- Integrated Thematic Instruction (ITI)
  - Brain compatible
  - Multiple Intelligences
  - Choice Therapy

- ESL and/or Bilingual Endorsements (required)
  - College courses/ credits brought to campus
- Gifted Endorsements (supported by district)

- Annual Early Childhood Academy: A 5-day summer pre-service for teacher helpers and assistants, to increase awareness of early childhood methods and theory. Includes 75 assistants. And 9 instructors.

- Professional Library
  - 2,000 volumes
  - 200 videos
  - Magazine subscriptions (Instructor)
- Teachers and Parents as Readers Groups (agree read the same books)

- Curriculum Dialogue Groups: Required monthly meetings to discuss curriculum refinement
- Focus Groups: Voluntary meetings to discuss "hot topics" and topics of interest.
  - Once Upon a Time Breakfast
  - GRIN meetings
- Principal Conversations: Open Agendas

- Budget Task Force meetings: To outline budget

- Classroom, School and Program Site Visitations

Significant Programs (research-based)

14 Multiage classrooms (k-2) not split classes (1-2 because of grade overloads)

- 3 Project Success Classrooms
- Less wasted time at beginning of each year
- Less duplication of curriculum from year to year
- More depth within units of study

Schools-within-Schools

3 Project Success (Inclusion) Classrooms

Curriculum Narratives

Control the Calendar (limit interruptions)

Living Arts (Gifted Focus on all students)

Computers and Keyboarding
Visual and Fine Arts
Movement and Drama
Library
Navajo Enrichment (2) and Conversational Navajo

Collaborative Literacy Intervention Project (CLIP) and assessments

- 32 teachers trained.
- Daily CLIP interventions
- After School CLIP
- 4 teacher helper/Rovers

Reading is Fundamental (RIF): Provides free books to students to encourage independent reading at home.

At-Home Reading Program (which includes Book it!)

Counselor (Caring Circles and Choice therapy)

- 5 counseling assistants (one for each cluster)
- Caring Circles
- Family Literacy Specialist

On-site substitutes for teachers and helpers

Parental Involvement

(Treat the family as the unit of learning)

Family Literacy Project

- Family Literacy Specialist/ Social Worker
- 40 Parent Helpers (part-time)
  - Provide training and course work
- Parent Volunteer Program
- GED Program

Student Programs (link to real world)

Newspaper. . . Television Station. . . Wee Deliver (Postal service). . . Tour Guide Program . . . Student Council. . . Food drives and nursing home projects

Publications Lab: where students can make own books

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Project Success (Inclusion) Classrooms

Phase 1: Prior to 1988: Separate classes
Regular Teachers and Pull Out Special Education with case load

Phase 2: 1988 to 1996: Project Success Team
Regular Teacher/Special Educator in single-graded classroom

- Save a classroom
- Increase communications
- Less overt Labeling
- Surrounded by high achievers
- Save materials
- Increase collaboration

Phase 3: 1996 - present: Multiage Project Success Team (k-2):
Regular Teacher/Special Educator in multiage classroom

- Multiple-year contact/intervention
- Less wasted time
- Fewer transitions between grades
- Increase IEP coordination

- More long-term academic concerns (How long will this child need services?)

Evaluation: Not blaming the child.

Qualitative, Quantitative and Ethnographic
(If someone asks for a report on it, we keep it)

Assessment team: 3 teacher helpers who also act as substitutes.
Assess all new students and all first graders pre and post (3 days).

. **Reading Diagnostic Surveys (NCR forms)**

Alphabet Sounds High Frequency Wodrs (100)
Dictation Writing Concepts of Print
Running Records (strategy level and

. **Language Assessment Scale (LAS)**

. **Electronic Portfolio**

. **Microsoft Access**

Internal Scan

Staff
Parents
Students

External Scan

Research in field and similar communities
Trends and Practices: State mandates
Position papers

Ganado Primary School
Levels of Intervention

Level 1	**Screening** An assessment team coordinates the assessment of all first graders and of all new second grade students. These students are assessed using the Reading Diagnostic Survey and, if appropriate, the Language Assessment Scale (LAS) and the Window Rock Oral language Scale (Navajo). The information for new students is given to the teacher on an NCR form within three days of assessment.
Level 2	**Classroom** The regular classroom teacher with the assistance of the parent helper provide services to students within the classroom.
Level 3 Case Manager Assigned at this level and beyond	**CLIP Teacher** One of 29 teachers certified in CLIP can provide CLIP interventions during the school day. Many times, this is the regular classroom teacher who is available to CLIP during prep, silent reading, or other appropriate classroom periods.
Level 4	**After-School CLIP** Students may be referred to the after-school CLIP interventions. Approximately 15 certified CLIP teachers are eligible to be assigned to assist with interventions. These teachers are compensated by the number of students with whom they work.
Level 5	**CLIP Teacher with four Rovers** A full-time CLIP teacher position does exist within the school to provide services to those students from whom another CLIP teacher is not available. The teacher supervises 4 teacher helper rovers who can be assigned to work with others on a one-to-one basis.
Level 6	**Project Success** Students who still need interventions can be recommended for further appropriate assessments after a Student Study Team is convened.

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School Improvement Planning

by Sigmund A. Boloz

CHILDREN
WITHIN THE IMMEDIATE AND LARGER SOCIETY

FOCUS
YOUR MISSION

CONDITIONS OF LEARNING
WHAT DO YOU WANT TO CREATE

THEORIES, PRINCIPLES AND/OR ASSUMPTIONS
WHICH YOU WILL ACCEPT

STAFF EDUCATION
BUILDING PROFESSIONAL CAPACITY
teacher as co-learner and negotiator

The role of others is to be resources to the classroom and to make resources as accessible as possible

PROGRAMS and ASSESSMENT
THE TOOLS

Ganado Primary School
Student Intervention Program

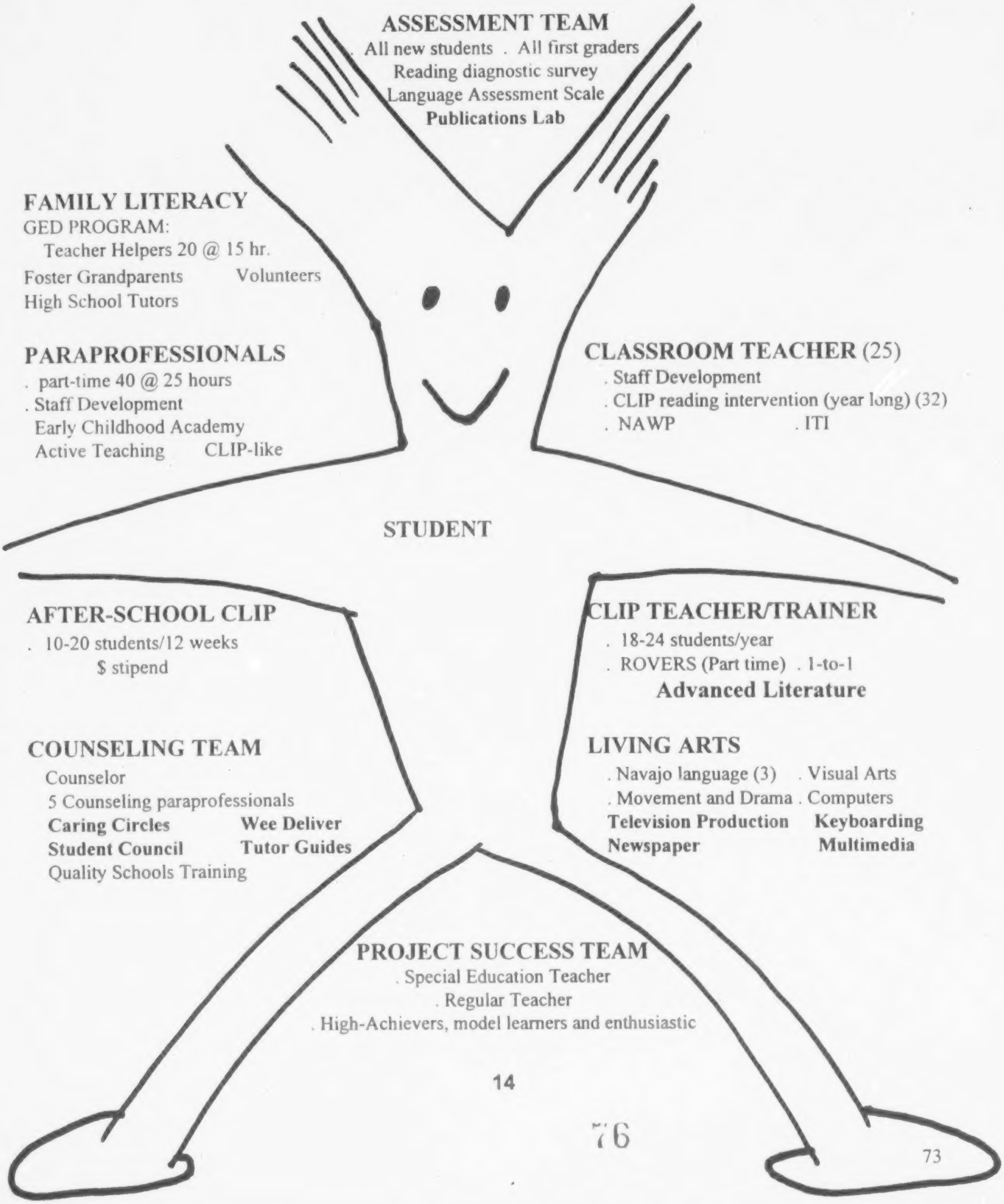
by Sigmund A. Boloz

Assumptions:

1. Individualized instruction is most effective.
2. The students in most-need require the most highly trained teachers.
3. Instruction is best when it is connected to the classroom.
4. Careful diagnosis must proceed and complement instruction
5. A student learns most efficiently when they:
    A. read and write for significant periods of time
    B. use reading and writing to supplement one another.
    C. have appropriate materials
    D. are taught strategies, and
    E. are taught on his/her cutting edge.
6. One case manager must be responsible for each child's performance.
7. Teachers must concentrate on teaching (doctor-nurse relationship).
8. The quality of instruction is more important than quantity.

****

STUDENT SUPPORT NETWORK



ASSESSMENT TEAM
. All new students . All first graders
Reading diagnostic survey
Language Assessment Scale
Publications Lab

FAMILY LITERACY
GED PROGRAM:
Teacher Helpers 20 @ 15 hr.
Foster Grandparents Volunteers
High School Tutors

PARAPROFESSIONALS
. part-time 40 @ 25 hours
. Staff Development
Early Childhood Academy
Active Teaching CLIP-like

CLASSROOM TEACHER (25)
. Staff Development
. CLIP reading intervention (year long) (32)
. NAWP . ITI

STUDENT

AFTER-SCHOOL CLIP
. 10-20 students/12 weeks
$ stipend

COUNSELING TEAM
Counselor
5 Counseling paraprofessionals
Caring Circles **Wee Deliver**
Student Council **Tutor Guides**
Quality Schools Training

CLIP TEACHER/TRAINER
. 18-24 students/year
. ROVERS (Part time) . 1-to-1
Advanced Literature

LIVING ARTS
. Navajo language (3) . Visual Arts
. Movement and Drama . Computers
Television Production **Keyboarding**
Newspaper **Multimedia**

PROJECT SUCCESS TEAM
. Special Education Teacher
. Regular Teacher
. High-Achievers, model learners and enthusiastic

Sigmund A. Boloz

Sigmund A. Boloz has been active in the education of students on the Navajo Nation since 1972. He was appointed to the position of Principal of Ganado Primary School in 1980.

Since that time, in addition to other awards, the school has selected as One of the Ten **Outstanding Schools in Arizona** (1983), as one of five **National Lead Schools** in the Centers for Excellence for Programs serving Students At-Risk (1990 by the National Council of Teachers of English), as a **National Exemplary Reading Program** (1993, International Reading Association), as the National **Exemplary Program in Indian Education** (1994, Native American Scholarship Fund, Inc.) and in 1995 the Arizona Department of Education and the Arizona Educational Foundation named Ganado Primary School as an **A+ School** and most importantly, as **The Number 1 School in Arizona**. In 1997, Ganado Primary School was one of 263 schools across America to be named a **National Blue Ribbon School of Excellence** (US Department of Education).

Perhaps Mr. Boloz is best known as a poet. He has published over 300 poems and articles in over 60 different publications. His eight books of poetry include***: Who Speaks for the Children?, A Wondrous Ride, Clouds Before the Storm, Prairie Dog Dreams, Odious Mud, The Learning Never Stops, The Distance Across One's Heart: Poetry for the Writer*** and ***Recess Chaos***. His poems and posters have appeared around the world in more than 60 different publications including such international magazines as: **Young Children**, **Language Arts**, **The Reading Teacher and** he was an Editorial Advisory Board Member (1995-1997) for **The Reading Teacher** a journal of the International Reading Association which has a projected world-wide readership of over a quarter of a million educators monthly and currently is editor of **Reflections**, a newsletter for the Arizona Reading Association.

Some of his other work includes the books **Just Beyond Your Fingertips: American Indian Children Participating in Language Literacy Development** published by ERIC Press (1987) and **From Daybooks to Night Logs: Journeying with Journals** (Wooded Hill Productions, 1996), and work in **Workshop 3: Process to Politics**, edited by Nancie Atwell (Heinemann Press, 1991), **Staying Focussed on the Children (**Society for Developmental Education, 1994), Teaching For Success, (Society for Developmental Education, 1995) and **Celebrating Family Literacy Through Intergenerational Programming** (Association for Childhood Education International, 1995).

In 1997, he was honored as NAESP's **National Distinguished Principal from Arizona,** by Northern Arizona University with the **Alumni Achievement Award** and with the **Chief Manuelito Leadership Award** by the Navajo Tribe.

In 1986 by Executive Educator magazine as one of North America's **Executive Educator's 100** top school executives in small school systems. In 1987, the National School Safety Center and the National Association of Elementary School Principals recognized him as one of ten **Principals of Leadership** across the country. In 1994 he was awarded the ***"Christine Hamilton Novobilski Life Time Achievement Award"*** Co-sponsored by Northland Pioneer Early Childhood Program and the White Mountain Association for the Education of Young Children.

Sigmund A. Boloz lives in Ganado, Arizona with his wife and four children.

WORKSHOP EVALUATION

Name of Presenter: ______________________ Date: ______________________

Name of Session: ____

Please write in comments where appropriate, or use the other side.

1. The approach used in the session was the correct one.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

2. The session was worth the time I put into it.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

3. The facilities for the session were adequate.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

4. The overall planning of the session was done well.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

5. The presentation of the material was done well.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

6. The handouts were well coordinated with the presentation.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

7. The handouts helped in understanding the material.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

8. The information presented in the session will help me to do a better job.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

9. This type of session is needed.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

10. This session cleared up areas of confusion which are important to me.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

11. This conference should be repeated in other locations.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

How to Write Winning Proposals

Dr. Dean Chavers

Native American Scholarship Fund
8200 Mountain Rd. NE Suite 203
Albuquerque, NM 87110
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HOW TO WRITE WINNING PROPOSALS

Dean Chavers, Ph. D.

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WHAT IS A PROPOSAL?

T F 1. Proposals are applications for money.

T F 2. Proposals should be written by experts.

T F 3. Funding proposals is the main way the government disburses money.

T F 4. Proposals are only general outlines, and can be changed at the desire of the grantee.

T F 5. Most proposals are competitive, i. e., the best proposal gets the money.

T F 6. In general, proposals can not be amended once the project is in operation.

T F 7. Most proposals are renewable automatically at the end of the year.

T F 8. The biggest single item in most proposals is for staff salaries.

T F 9. Most proposals are written for experimental or research projects.

T F 10. Statistics are not needed in most proposals.

T F 11. The most time spent on any project is writing the proposal.

T F 12. Funding proposals is the main way foundations disburse money.

T F 13. The number of agencies which make grants for a given type of program is fairly small.

T F 14. The most successful proposal writers are those who have well-established reputations.

T F 15. The qualifications of the project director are the most important criteria in the ranking of proposals.

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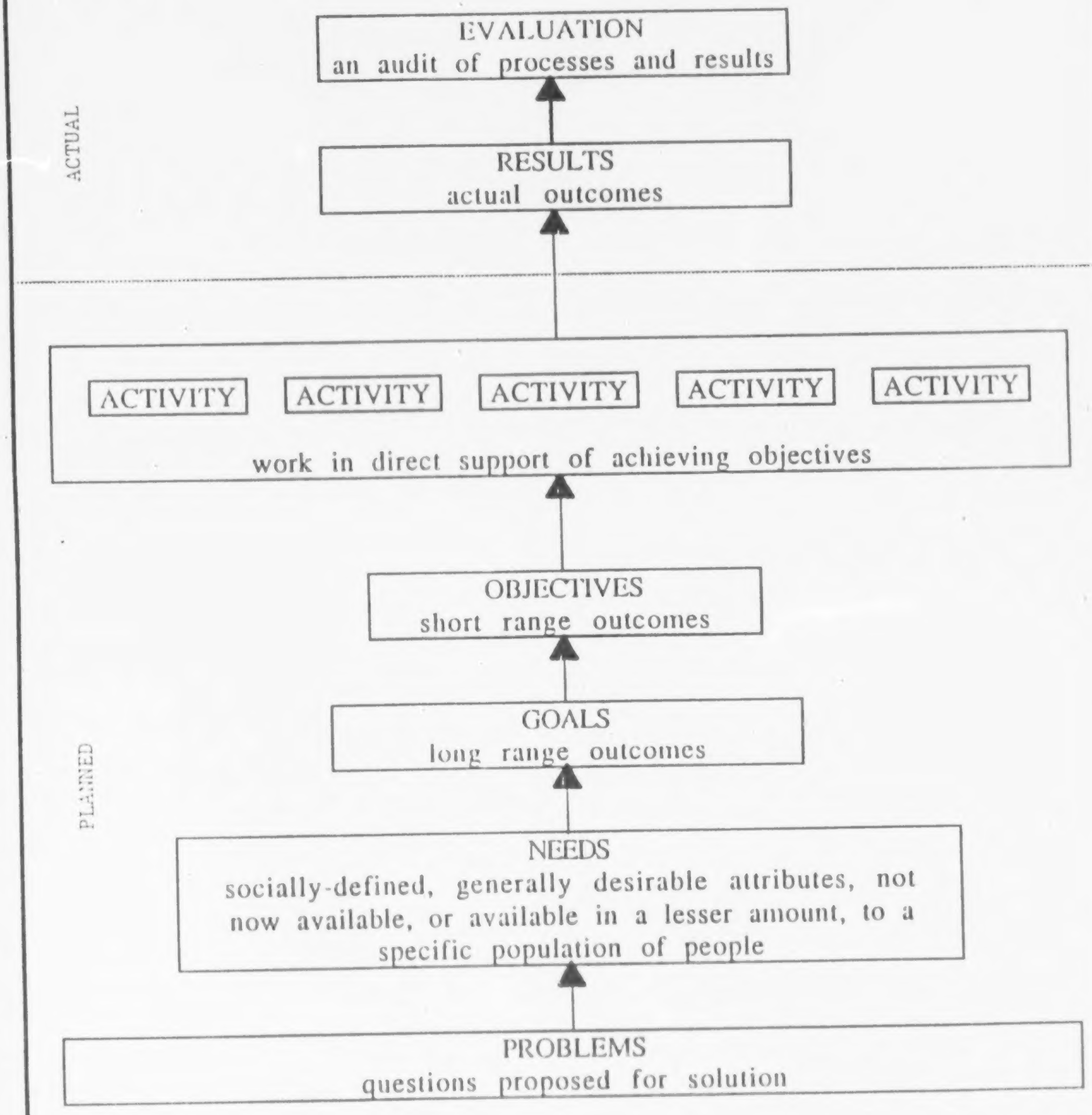
PROBLEM ORIENTED PLANNING



EVALUATION
an audit of processes and results

RESULTS
actual outcomes

ACTIVITY ACTIVITY ACTIVITY ACTIVITY ACTIVITY
work in direct support of achieving objectives

OBJECTIVES
short range outcomes

GOALS
long range outcomes

NEEDS
socially-defined, generally desirable attributes, not now available, or available in a lesser amount, to a specific population of people

PROBLEMS
questions proposed for solution

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COMMON DEFINITIONS USED IN PROPOSALS

RATIONALE

1. Problem: a question proposed solution, either through the development of new knowledge (research), or the delivery of some service or services (action).
2. Need: a generally accepted attribute not now available.
3. Goal: a long range outcome.
4. Objective: a short range outcome.
5. Result: an outcome, including objectives, reports, models which can be exported or replicated, surveys, matching funds, jobs, increased institutional capacity, etc.
6. Benefit: a good or desirable outcome.

ADMINISTRATION

7. Program: "an overall plan...to be put into effect...through one or more projects." (quote from Federal regulations).
8. Project: "an activity, or set of activities, designed to meet the purposes of the applicable Federal program."
9. Nonprofit organization: "an institution...no part of which inures...to the benefit of any private shareholders..."
10. Accountability: the acceptance of responsibility for something to someone, with consequences for success associated with it.
11. Method of Administration: a description of responsibility.
12. Responsible official: the person (1) to whom communications are directed, (2) who has the authority for receipt, custody, and disbursement of funds, and (3) who must account for funds.
13. Ultimate authority: the institution to whom the grant is made.
14. Fiscal year: a period beginning on the first day of the month, and ending on the last day of the eleventh month following. The ending date designates the fiscal year.
15. Grant: the awarding of a sum of money for specified purposes.

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16. Contract: the awarding of a sum of money for specific work to be performed for the awarding agency by the contractor.

17. Approval of application: written notice that a project has been funded, through the issuing of an award letter or a contract.

18. Audit, financial: a third party review of funds.

19. Service population: those to be served by a project or a program.

20. Amendment: a material change in policies, administration, organization, operations, or objectives of a federal project.

WORK PLAN

21. Method of Operation: a description of the work to be done or accomplished by a project (also incorrectly called "methodology," etc.)

22. Activities: work or events in support of objectives.

23. Project activity: work in direct support of objectives, which can be charged to direct costs.

24. Support activity: work in indirect support of objectives, which can be charged to indirect costs.

25. Task accomplishment: completion of a specific activity.

26. Travel: movement outside the local area in support of a project.

27. Mileage: movement inside the local area in support of a project.

28. Dissemination: the act of reaching as many persons as possible.

BUDGET

29. Application: a request for funds (including a proposal, cover letter/page, documentation, clearances, attachments, etc.

30. Allowable expenses: an encumbrance for the purposes of the project.

31. Fringe benefits: extra-salary compensation normally paid to employees.

32. Revision: (Federal) a change in budget needs resulting from (1) changes in objectives, (2) a need for additional funding, or (3) changes between direct and indirect costs.

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33. Direct costs: expenditures readily identifiable as being in direct support of a project, which are itemized in the budget.

34. Indirect costs: expenditures not readily identifiable as being in direct support of a project, but which are incurred by the recipient, and which are difficult to itemize in the budget.

35. Overhead: indirect costs; used by very few non-government organizations.

36. Cost sharing: the sharing of costs between the grantor and the grantee; applicable to grants but not to contracts.

37. Matching funds: cost sharing in which the institution must contribute a specific amount/percentage from non-Federal funds.

38. Contractual costs: (Federal) costs of a project undertaken by two or more institutions and assigned by the primary grantee to a subcontractor (one of the cooperating institutions). Does not include costs incurred by a single grantee for services.

DOCUMENTATION

39. Data: facts from which conclusions can be drawn.

40. Statistics: population parameters; abstractions or generalizations from data.

41. Graph: a plot showing the variation of a continuous variable in comparison to another continuous variable.

42. Cross tabulation: a table showing the variation of a discrete variable in comparison to another discrete variable.

43. Histogram: a graphic representation of a frequency distribution.

44. Frequency distribution: a tabulation of the frequencies of the values of a variable in order of magnitude.

EFFECTIVENESS

45. Evaluation: an audit of processes and results, including outcomes or client benefits.

46. Assessment: determining the degree or amount.

47. Demographics: vital statistics of populations, primarily used to determine the rate of change.

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48. Cost benefit analysis: the determination of the approach which will produce the most benefit for the resources expended.

49. Evaluation design: a predetermined strategy for judging the effects of a project, including variables, methods of comparison, sampling, data collection, controls, statistics, personnel, and timetable.

50. Criterion: a standard used for comparison (plural: criteria).

51. Evaluation plan: an outline of steps taken to evaluate a project.

MISCELLANEOUS

52. Proposal: used formally, a narrative description of the project which, together with cover sheets/letters, budget forms, assurances, clearances, etc., make up an application. Used informally, the total application itself.

53. Attachment: an appendage to a narrative (also called an appendix, addendum, exhibit, etc.).

54. Entitlement Act: legislation authorizing funds for certain classes of persons.

55. Competitive Act: legislation authorizing funds for the best applications received.

56. Equipment: necessary tangible personal property and machinery which is nonexpendable.

57. Supplies: consumable, non-equipment tangible personal property.

NOTES

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25 RULES OF PROPOSAL WRITING

1. Write for the reader.
2. Outline before writing.
3. Make it easy for the reader.
4. Write clearly.
5. Make positive statements; do not equivocate.
6. Be specific; do not generalize.
7. Write an abstract.
8. Use the right word.
9. Prove your points with documentation; there are six levels.
10. Do not try to accomplish too much.
11. Document everything a staff person will do.
12. Rewrite.
13. Never write alone.

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14. Develop a checklist and use it.

15. Show consistency among objectives, plan of action, and budget.

16. Announce and make transitions.

17. Avoid bureaucratic and technical language.

18. Be brief.

19. Stick to the point.

20. Get help with the budget.

21. Correct all typos, grammatical errors, syntax errors, misspellings, etc.

22. Don't write long sentences.

23. Do not use colloquialisms.

24. Do not editorialize.

25. Do not use cliches.

26. (extra, no charge) Be thorough and remember that neatness is very important.

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LABEL THE STATEMENTS

Identify each statement as one of the following:

1. Goal
2. Objective
3. Result
4. Benefit
5. Need
6. Activity
7. Statistic
8. Problem

___ 1. This project will remove all obstacles to job opportunities for Indians in this area.

___ 2. Seventy per cent of the population will have better health at the end of the project.

___ 3. College enrollment will double by the end of the year.

___ 4. Over half the people in this county have substandard housing.

___ 5. The average educational level of the 30-50 year-old group is only 8.9 years.

___ 6. This project will provide free dental care to 100 people.

___ 7. This project will serve as a model for other areas with similar problems.

___ 8. The population in this area wants better jobs.

___ 9. Half the school-age children will read better at the end of the year.

___ 10. This project will raise the educational level of Indian children.

___ 11. Half the adults in the population will attend educational classes.

___ 12. Few of the families in this area have access to legal counseling because they cannot afford it.

___ 13. This project will provide a meeting place for community groups.

___ 14. At the end of this project, complete data on family incomes will be available.

___ 15. This project will give counseling to all participants.

___ 16. Books and other materials will be available to the community through the library.

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LABEL THE STATEMENTS, PAGE 2

1. Goal
2. Objective
3. Result
4. Benefit
5. Need
6. Activity
7. Statistic
8. Problem

___ 17. The number of incarcerations will decrease by 10 percent.

___ 18. Half the criminal offenders will be returned to meaningful jobs in society.

___ 19. Half the families in this country are below the poverty level.

___ 20. The report of this project will be disseminated to all other communities with similar problems.

___ 21. Indian people in this area do not have access to public housing because they do not know their rights.

___ 22. The median age for unwed mothers is only 19.7 years.

___ 23. This project will ensure equal educational opportunities for all participants.

___ 24. Over half the Indian people over 50 years old cannot work simple arithmetic.

___ 25. Education will be combined with other needs of the Indian home and family to upgrade the job status and employability of the head of the household.

NOTES

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GOOD AND BAD STATEMENTS

Check each statement as being "good" or "bad" for a proposal.

GOOD BAD

___ ___ 1. The objective of this project is to improve the quality of instruction about Indians.

___ ___ 2. Indian children may become poor learners as a result of poor nutrition.

___ ___ 3. We want to identify all Indian children in this area.

___ ___ 4. This country is responsible for the slaughter of many thousand Indians.

___ ___ 5. We see the need for this project in the eyes of the disadvantaged child, which reflect apathy, neglect, and indifference.

___ ___ 6. There is a need to improve the job abilities and earning power of Indian adults.

___ ___ 7. Indian children fall behind in school because their culture is neglected.

___ ___ 8. This person's duties will include working to improve health care opportunities for all Indian people, wherever they occur.

___ ___ 9. Indian adults in the community want to involve themselves in various activities, but don't know how to deal with the power structure.

___ ___ 10. This project will be administered by the Policy Review Board, which is being formed for this purpose.

___ ___ 11. Parents, elders, and Indian youth will participate in the operation of the Day Care Center as volunteers, as tutors, and as Board Members.

___ ___ 12. We estimate that half of our children will not be covered for dental care under either medical or welfare assistance.

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GOOD BAD

___ ___ 13. Health services to urban Indians seem to have many gaps.

___ ___ 14. Indian people do not want to assimilate into white society.

___ ___ 15. The objective of this proposal is to find jobs for all employable adults who are not working.

___ ___ 16. During the first year we hope to involve 80 percent of the parents in the project.

___ ___ 17. Indian people are usually in the rearguard of social action.

___ ___ 18. We will hire various consultants throughout the year.

___ ___ 19. With the input of the Indian population, service agencies, and self-help organizations, this project will realize societally beneficial outcomes.

___ ___ 20. The Coordinator will be accountable to the Director, who will report to the Board.

___ ___ 21. Participants will be taken on field trips if funds become available.

___ ___ 22. Indian children in this area learn little of the heritage of their own people.

___ ___ 23. As a noted author has said, "Indian people aren't give a chance to participate in urban affairs."

___ ___ 24. Indian people will participate in all phases of this project.

___ ___ 25. Bureaucratic people constantly hold Indians back from getting ahead.

NOTES

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CHECKLIST FOR NEED STATEMENTS

1. ___ Is the problem stated in precise terms?
2. ___ What are the major causes of the problem?
3. ___ What are the major consequences of the problem?
4. ___ Why was this particular problem chosen for this proposal?
5. ___ What documentation of the need is stated?
6. ___ What is going to be measured?
7. ___ What data are going to be collected?
8. ___ Who is going to collect the data?
9. ___ Who is going to analyze the data?
10. ___ How are the data going to be analyzed?
11. ___ How many people are affected by the phenomenon?
12. ___ What has already been done on this problem? When? By whom?
13. ___ Why is the project needed at this time?

* * * * * *

NOTES

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PROBLEM STATEMENTS

Rewrite each statement into a good problem statement.

- The minority population is not represented in the civic, social, governmental, cultural, and economic affairs of the county.

- There is a high incidence of truancy among those students who have alcoholic parents.

- The Indian population is dispersed throughout the county, and as a result is unorganized and relatively leaderless and powerless.

- The members of this ethnic group are literally frozen out of the decision making process, from road building to education to law enforcement.

- There are only two Indian teachers in the public schools in the county, out of a total of 674 teachers in the public schools.

- School officials estimate that 50 percent of the minority students are seriously below grade level in reading, math, and language.

- The rate of unemployment among Indian adults approaches 70 percent in the winter.

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NEED STATEMENTS

Rewrite each statement into a good need statement.

- There are 2500 unemployed single parents in our county who are unable to take advantage of Federal employment assistance programs because there are no provisions for child care.

  ____

  ____

- The two greatest needs of Indian people in this city are more education and more employment.

  ____

  ____

- Students are not aware of the contributions of Native Americans to the history and economy of the United States; thus there is a need to educate the non-Indian public about the history and culture of Indians.

  ____

  ____

- The existing adult education programs in the city attract few Indian adults into their classrooms.

  ____

  ____

- Many women and minorities have math anxiety, which limits their career choices in engineering, math, and science; this anxiety is learned socially, and prevents them from taking high school math.

  ____

  ____

- There is no communication system to link Indian people together for educational development.

  ____

  ____

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WRITING OBJECTIVES

Five criteria for objectives (the SCRAM Test):

1. Is it sharply defined?
2. Is it clearly stated?
3. Is it realistic?
4. Is it attainable?
5. Is it measurable?

WRITE THREE OBJECTIVES FOR YOUR PROGRAM FOR THE NEXT YEAR:

1. ____

____

____

____

2. ____

____

____

____

3. ____

____

____

____

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PROPOSAL OUTLINE

I. **INTRODUCTION** (Statement of the Problem) (Needs Assessment) (Outline of the Problem) (Background) (Need for Assistance)

For action proposals, this section should be as short as possible, outlining the general problem, part of which is to be attacked by the project. It may summarize the entire proposal (briefly; not required). Typically, this section outlines more than you can accomplish in the project, for two reasons: (1) you want to show the reader that you fully understand the total problem, and (2) you want to show the reader that you are attacking the most important part of the problem. DOCUMENT YOUR STATEMENTS WITH DATA (FACTS) AND/OR STATISTICS (POPULATION PARAMETERS). Any theoretical considerations or statements should be in this part.

This section should answer the questions: What is the overall problem? Why is this project needed? What aspect of the problem is the most important? How serious is the problem? How many people are affected by the problem, and who are they?

What possible approaches could be taken to solve the problem? What is the best approach? What will be the results of the project? Who will be affected by the project? Why are existing institutions not adequate to address the problem? How is the problem related to the general community? How will the community benefit from this project? What research has been done on this problem? How would the results be relevant to other communities?

II. **OBJECTIVES** (Goals of the Project) (Results) (Benefits) (Outcomes)

This is the MOST IMPORTANT section. It should also be the shortest section, with the possible exception of the budget. Be precise. Be concise. Be specific. Be prescient. Be brilliant. Do not exaggerate. Do not overreach. Do not underestimate. Do not use any extra words. This section defines the rest of the proposal, and everything else in the proposal should correspond to some aspect of this section.

This section should answer these questions: What EXACTLY do you plan to accomplish? How many people will be affected by each activity? How much will each person be affected? What is the most important activity? What can be cut most easily?

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OBJECTIVES SHOULD BE WRITTEN AS OUTCOMES, NOT AS ACTIVITIES. Describe exactly how people will be better off at the end of the project, not what you are going to do to make them better off.

III. METHOD OF OPERATION (Plan of Attack) (Project Description) (Outline of Activities) (Approach) (Work Plan)

This is the longest section and most complicated. It is a "catchall" for the proposal. Usually, activities are explained (1) chronologically, (2) according to tasks, or (3) according to outcomes (objectives). This section should describe all the major activities of the project from start to finish, the methods of administration, accounting for funds, documentation, etc.

This section should answer the following questions, and perhaps others: Why was this plan of action taken? Why will this plan work? Why is this approach better than similar approaches tried previously? How will this project help other communities with similar problems? How long will the project last? Are there factors which might accelerate or decelerate the work? What additional resources will be available to the project? How will the activities be coordinated with other resources?

Who will be responsible or the project? Who will set policy? How will funds be handled? How will audits be handled? What facilities will be used? How will the project be administered?

How will the project be evaluated? Who will evaluate the project? What criteria will be used in evaluation? What data will be collected? How will data be maintained? How will data be analyzed?

IV. STAFF (Personnel) (Staffing)

This section describes the staff--their duties, qualifications, training, evaluation, compensation, etc.

It should answer these questions: How will staff be selected? How will they be trained? What will be their qualifications? What will be their duties? How will they be evaluated? What personnel policies will apply to staff? Why will they be able to do the job? To whom will staff report? How will they be coordinated? How long will they work?

V. BUDGET

This section is frequently the hardest to write. Be practical. If there is an activity, chances are there will be some costs for it. All items must correspond to some activity, staff duty, or support need.

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The more detailed this section, the better, because (1) you want enough money to accomplish the objectives, and (2) you want to show the reader that you know what is needed for the project. If you have to guess, guess high, but not elaborately high. Be complete. Be thorough. Be comprehensive. Justify every item (previously, in the narrative). Be reasonable.

This section should answer the following questions: What resources are needed to carry out the project? How much will each item cost? How many of each item are needed? Are there any in-kind contributions available to the project, and if so, how much do they defray the cost? What is the total share provided by the applicant?

VI. APPENDICES (Attachments) (Addenda) (Exhibits)

This section is a way of keeping the narrative as short and as neat as possible. It should be preceded by a list, or table of contents. If possible, the order of attachments should correspond to the serial order in the narrative. Each page of each attachment should be numbered, e. g. ATTACHMENT 13, page 4.

Reference to specific attachments by name and page number should be made in the narrative to help the reader.

Some ways to provide further detail, or sub-parts, in the outline are:

I. INTRODUCTION

- A. Historical Background
- B. Geography of the Area
- C. The Problem
- D. Factors Causing the Problem
- E. Description of Need
- F. (etc.)

III. APPROACH

- A. Administration of the Project
- B. Outreach Activities
- C. Student Placement
- D. Classroom Activities
- E. Coordination Activities
- F. Evaluation Activities
- G. (etc.)

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RESUME

Dean Chavers

Born: February 4, 1941, Pembroke, North Carolina
Ethnicity: Lumbee Indian (Enrollment Number 109-873)
Married to: Antonia Navarro
Daughters: Cynthia Christine (1970), Monica Lynn (1973), Celia Ricarda (1978)

Education:
Ph. D., Communication Research, Stanford University, 1976
M. A., Anthropology, Stanford University, 1975
M. A., Communication Research, Stanford University, 1973
B. A., Journalistic Studies, Univ of California, Berkeley, 1970

Professional Experience:
Sep 1987-Present - President, Native American Scholarship Fund, Inc.
Jul 1981-Aug 1985 - President, Dean Chavers and Associates, Inc.
Jun 1978-Jul 1981 - President, Bacone College, Muskogee, OK
Jan 1976-Oct 1976 - Education Director, Indian Center of San Jose CA
Sep 1970-Jun 1978 - President/Board Member, Native American Scholarship Fund, Inc.
May 1976-Jun 1978 - Principal Partner, Indian Education Associates
Jun 1974-May 1976 - Completing doctoral program
Sep 1972-Aug 1974 - Assistant Professor, Calif. State Univ., Hayward
Jun 1969-Jun 1978 - Free lance work in mass media, SF Bay Area
Fall 1971 - Lecturer, Stanford University
Sep 1969-Jun 1970 - Teaching Assistant, Univ. of Calif., Berkeley
Sep 1968-Jun 1970 - Student, University of California, Berkeley
Mar 1963-Sep 1968 - Navigator, USAF; promoted to captain, awarded Distinguished Flying Cross, Air Medal, 8 others
Jun 1960-Mar 1963 - Various jobs, including commissary clerk, service station attendant, to earn college expenses
Sep 1960-Jun 1962 - Student, University of Richmond, VA
Summer 1961 - Migrant farm worker, eastern NC (Pinetown)
Oct 1959-Sep 1960 - Receiving clerk checker, Hercules Power Company
1953-1957 - Farmer on family farm (26 acres), Pembroke, NC

Awards: Ford Fellowship for Doctoral Study; National Honor Society (high school); National Honor Society (college); Junior Officer of the Quarter, Travis AFB; Virginia State Spelling Champion, 1959 Rucker Memorial Scholarship Award, 1960-62.

Published Articles and Papers: Educational Researcher, Journal of Tribal Management, American Indian Law Review, ERIC, Indian Historian, Carolina Indian Voice, Indian Voice, Nations, American Council on Education, Integrateducation.

Keynote Speeches: American Indian Press Association, 1972; Southwest Regional Indian Education Conference, 1973; California Indian Education Association, 1977; Colorado State DAR, 1979; BABEL, 1976; NCAI, 1982; others.

Major Research Reports: The Feasibility of an Indian University, 1979; Native Americans in Higher Education, 1973; Spanish Language Radio, 1971; Smoke Signals by Satellite, 1982; Successful Economic Enterprises on Indian Reservations, 1984; 100+ grant proposals funded, over $5 million raised

Memberships: The College Board; National Honor Society; National Indian Education Association (Board Member); Society for Non-Profit Organizations; National Congress of American Indians; National Society of Fund Raising Executives; American Society for Training and Development.

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WORKSHOP EVALUATION

Name of Presenter: ____________________ Date: ____________________

Name of Session: ____

Please write in comments where appropriate, or use the other side.

1. The approach used in the session was the correct one.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

2. The session was worth the time I put into it.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

3. The facilities for the session were adequate.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

4. The overall planning of the session was done well.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

5. The presentation of the material was done well.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

6. The handouts were well coordinated with the presentation.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

7. The handouts helped in understanding the material.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

8. The information presented in the session will help me to do a better job.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

9. This type of session is needed.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

10. This session cleared up areas of confusion which are important to me.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

11. This conference should be repeated in other locations.

Strongly disagree   Disagree   No opinion   Agree   Strongly agree

National Exemplary Programs

Dr. Dean Chavers

Native American Scholarship Fund
8200 Mountain Rd. NE Suite 203
Albuquerque, NM 87110
(505) 262-2351

A slide show review of exemplary programs.

WORKSHOP EVALUATION

Name of Presenter: ______________________ Date: ______________________

Name of Session: ____

Please write in comments where appropriate, or use the other side.

1. The approach used in the session was the correct one.

   ______ Strongly disagree ______ Disagree ______ No opinion ______ Agree ______ Strongly agree

2. The session was worth the time I put into it.

   ______ Strongly disagree ______ Disagree ______ No opinion ______ Agree ______ Strongly agree

3. The facilities for the session were adequate.

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10. This session cleared up areas of confusion which are important to me.

    ______ Strongly disagree ______ Disagree ______ No opinion ______ Agree ______ Strongly agree

11. This conference should be repeated in other locations.

    ______ Strongly disagree ______ Disagree ______ No opinion ______ Agree ______ Strongly agree

How to Motivate Indians to Achieve Their Highest Potential

Dr. Frank Dukepoo

Dept. of Biology — 5640
Northern Arizona University
Flagstaff, AZ 86001
(520) 523-7227

Workshop Title: How To Motivate Students To Achieve Their Highest Potential

Background and Description:

Dr. Dukepoo is a recognized leader as a motivator of Indian youth as evidenced by his work with the National Native American Honor Society, Young Scholars Summer Science Camp and other exemplary programs for which he has received numerous awards.

Much of the success he achieves with Indian people comes through Eagle Force leadership training which he provides to students, teachers, parents, bus drivers, school administrators and tribal officials (see brochure). This training is provided under the auspices of the National Native American Honor Society.

In his workshop Dr. Dukepoo will present the elements of effective and positive communication, raising self-esteem and confidence, selling yourself and your ideas, setting and achieving goals and how to survive and thrive in any culture. He will present the Six Guaranteed Ways to Achieve Your Goals, the Seventeen Principles of Success, How to Solve Problems and Profile of a Successful Businessperson. His session will include participatory and interactive activities. He will also demonstrate the use of magic as a method and means of motivation.

SOCIETY PLEDGE

I
am
very
special
I am
unique
I count I
am
loved

I believe I can
achieve anything
I set my mind to.
I believe in me and
my people. I believe
in our language and
our culture. I believe
in our land and our
way of life I believe in
the teachings of our elders

I believe there is a plan
for my life I believe in the
power of prayer I believe
in God, The Great Spirit

I believe in the destiny of our
people and that I will be a leader.
I believe I have unlimited potential
and that I can replace bad habits with
good ones I believe that nothing
happens without self-discipline I believe
that if it's to be, it's up to me

I pledge to have a better self-image and to
become more self-confident I commit
myself to high ideals and goals I will take
a stand for excellence I vow to become
fit physically, mentally, socially and spiritually

I promise to become educated and use my education
for the benefit of my people I also promise
as far as I go in life that I will never forget who I am
or where I come from

I forgive those who have rendered me any wrongdoing
I promise to love myself so that I may love others
I am thankful for the gifts and talents I have received
and will share them as I help others achieve their
highest potential I will learn from those above and
help those below I promise to be honest, hard working,
to treat everyone and every living thing with kindness
and respect Mother Earth

From this moment on, I promise to walk and talk with
dignity, respect and wisdom

This Pledge represents the collective thinking, suggestions and desires received from about 70,000 Indians during the last 13 years.

RESULTS

In 1989, the 4.0 concept was introduced by Indian educators in Oklahoma. The following year it was tried in the Four Corners Region in the Southwest.

At its first Annual Awards and Induction Ceremony in 1990, the Society began with 125 students from 20 elementary, secondary and institutions of higher education. The goal for 1991 was to double those figures to 250 students and 40 schools. In April, 1991 at its Second Annual Banquet, the Society exceeded its goal by honoring 450 students from 50 schools. At its Third Annual Banquet in Flagstaff in 1993, nearly 1,000 proud parents, relatives and teachers witnessed as the Society inducted about 650 students from 70 schools. By the end of 1993, the Society had approximately 1,200 members from about 180 schools.

In 1994, the Society continues to grow—almost on a daily basis. In the Society we have straight-A families and some college members are taking 19+ hours and are maintaining 4.0s! Remember, these are not just students with good grades...*these are Indian students with perfect grades!*

◆

In 1993, the Society was selected as one of twelve exemplary Indian student programs in the nation by the National Coalition for Indian Education.

◆

FOR MORE INFORMATION CONTACT:

Dr. Frank C. Dukepoo, Founder/Director
Department of Biological Sciences
Northern Arizona University
Flagstaff, Arizona 86011-5640
602/523-7227 (Fax: 602/523-7500)
Home: 602/526-2062

NATIONAL
NATIVE AMERICA
HONOR SOCIET

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N A U

NORTHERN ARIZONA UNIVERSITY

THIS COURSE OFFERS YOU ...

- The key to making more friends.
- A tried and true formula for happiness.
- An introduction to the principles of success.
- Ideas for a happier home life.
- The opportunity to be a successful public speaker and communicator.
- The step by step road to leadership.
- Ideas on how to get the most out of your employees and how to get along better with your fellow employees.
- Ideas designed to motivate yourself, your children and your co-workers.
- How to improve grades.
- An anti drop-out program and retention of high school and college students.
- The parents' role in the success or failure of their children's education.
- A new beginning -- *"Get ready world. Here I come!"*

For the past eight years, Frank and Lee have graduated over 2,500 students in their course. Students represent approximately 35 different tribes in the United States, Alaska and Canada.

• •

Although the instructors are recognized experts in their respective fields and have gained national recognition as motivators of Native Americans, they firmly believe that this course is for everyone.

The length of the Eagle Force Course varies with the specific needs of the group involved.

Classes can be tailored to the needs and availability of time of students, mature singles, housewives, executives, office workers, business men and women, teachers, counselors, retirees and factory workers.

Motivational magic shows for kids of all ages.

Frank C. Dukepoo Ph.D.
Professor, Northern Arizona University

This course is endorsed by
The National Native American Honor Society

For information about tuition costs and class schedules write to:

Dr. Frank C. Dukepoo / Mr. Lee Cannon
1625 Prairie Way
Flagstaff, AZ 86004
or call (602) 526-2062

EAGLE FORCE

A
LEADERSHIP COURSE

by

Dr. Frank C. Dukepoo
and
Mr. Lee Cannon

COMMUNICATION
PUBLIC SPEAKING
SELF-ESTEEM
GOAL SETTING
THE SUCCESS FORMULA
MOTIVATION

A HOLISTIC APPROACH
TO A HAPPIER AND MORE
MEANINGFUL LIFE

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Banquet celebrates outstanding students

By Paul Mickela
Contributing Reporter

FLAGSTAFF --- The first National Awards Banquet for the Native American Honor Society, held April 20, honored scholar students from 23 high schools, one elementary school and three Arizona universities.

The honors banquet, arranged by Dr. Frank Dukepoo, Northern Arizona University's Assistant to the Academic Vice President, recognized academic excellence by the students.

To qualify, each student achieved a 4.0 grade point average for one semester. Recipients received an honor's certificate and one golden-eagle pin for each semester they achieved a 4.0 GPA.

Dr. Dukepoo announced each participating school, but recognized some individual achievements.

Justin Woodis, 17, of Shiprock High School maintained a 4.0 GPA for his entire time in high school. Also, four students from Page High School were recognized for winning $25,000 Manuelito Scholarships.

Guest speaker Lee Cannon spoke of the students' achievements and the need for them to make a commitment to further excellence.

"How can you go forward with your feet on the brakes? You here tonight have proved you don't have a foot on the brake," he said. "You have a very strong obligation, especially because you're Native American, an obligation to share."

Cannon has received the medal of honor from five Native American tribes.

Dr. Dowling "Speed" Campbell, a member of the English Department at NAU, announced the winners of a writing contest held in conjunction with the honors banquet.

The $100 first-place award went to Carol Begay for her poem "Where the Crow Walks." Second place went to NAU student Leonard Begay, and third place went to Leonard Butler, an NAU campus security officer.

The winners' stories and others are being printed. They should be available by graduation time, Campbell said.

Another publication is already in the works.

"We have embarked on a really important mission," Dukepoo said. "The book 'We Did It Our Way' will be a collection of success stories of Indian people."

Dr. Dukepoo spoke on the importance of excellence and the honor society. He also spoke of the plans for a national conference of the society to be held on Oct. 12, 1992, the 500th anniversary of Columbus' discovery of America. He sees it as a time to showcase Native Americans.

"Hey America, look. You've seen the first 500 years," he said. "This is how we're doing the next 500; with the brightest. This is a beginning."

* * *

Lee Cannon

Those honored at the banquet were:

Alchesav High School: Chadwick Amos, Marlinda Clendon and Kyle Ethelbah.

Brophy College Preparatory: Brett Masayesva.

Chinle High School: Shawn Claw, Delfred Johnson, Deborah Halwood, Jerry James, Sherri Joe, Audrey Emerson, Sophie Norton and Robert Remiro.

Coconino High School: Melanie Kelvin and Ivana Begay.

Crownpoint High School: Chuck Begay, Jerrold Brown, Linda Brown, Brian Capitan, Kelly Morgan and Michelle Yazzie.

Flagstaff High School: Lance Clark, Victor Toehe, Raenalda Ray, Deanna Dugi, Danny Bizoti and Barbie Martin.

Ganado High School: Sharilyn Roanhorse, Pauletta Williams, Sherwin Curley, Gary Hubbell and Gilbert Gilmore.

Hopi High School: Deidra Honyumptewa, Carrie Yoyokie, Vell Jean Joshevema, Janice Nuvayestewa and Francine Polacca.

Kirtland Central High School: Kristy Kinsel, Jolena Slim, Rachael Brown, Elexandria Caboni, Audrey Joe, Michelle Lee, Nate Lee, Aurelia Reed, Jennifer Tom, Milissa Touchin, Leann Boy, Kevin Frost, Greg Henderson, Danny James, Bobby Ockerman, Shelly Sherman, Sherri Thomas and Orlanda Yazzie.

Monument Valley: Evangeline Black, Pretilda Yazzie, Tahzay Jones, Nathaniel Benally, Paulinda Johnson, Rebecca Chee, Khayyam Jones, Shon Spear, Michelle Tsosie, Cyrus Begay, Elsie Fatt, John Tenakhongva and Sherry Tewa.

Northern Arizona University: Lemual Adson, Rosie Suen, Lucy Benally, Melvin Chico, Lee Gaseoma, Vera Holgate, Herbert Kaye, Sam Minkler, Loris Minkler, Tessie Moate, Josie Kilpatrick (counselor, Flagstaff High School), Gloria Begay (counselor, Coconino High School), Cindy Joe (principal, Hopi High School), and Ronald Trosper (professor of forestry, NAU).

Navajo Academy: Aubrey Grancisco and Dr. Gerald Viers (principal, Navajo Academy).

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Arizona Daily Sun
Sunday, April 22, 1990

Dukepoo organizes Native American honor society

By STEVE RYAN
Sun Staff Reporter

Northern Arizona University administrator Frank Dukepoo is organizing the first National Native American Honor Society meeting, and he says it's no accident that the event falls on the 500th anniversary of Columbus Day.

"We'll be saying, 'Look, America — you saw how the first 500 years were. This is how we'll start the next 500 years — recognizing some of the greatest minds in the country."

Dukepoo plans to stage the first national meeting of the new honor society Oct. 12, 1992 in Albuquerque, New Mexico. Albuquerque may not be Philadelphia, but it is "the heart of Indian country," he said.

Columbus Day, which most history books used to herald as the holiday commemorating discovery of America, basically marked Columbus' discovery of American Indians, Dukepoo said.

"The truth is, Native Americans are discovering themselves now," Dukepoo said.

A little recognition can go a long way toward helping people discover their potential, Dukepoo said.

The Four Corners chapter of the new National American Honor Society inducted about 130 members at a meeting Friday at Northern Arizona University. All of the high school and college inductees have earned straight As during at least one semester in school, Dukepoo said.

FRANK DUKEPOO

Local inductees include 64 NAU students; two Coconino High students, including Melanie Calvin and Ivana Begay; and six Flagstaff High students, including Barbie Martin, Lance Clark, Victor Toehe, Danny Bizot, Deanna Dugi and Raenalda Ray.

Dukepoo's efforts to bring recognition to the kids is important, said Lee Cannon, press secretary for the White Mountain Apache Tribe and former vice president of W. Clement Stone PMA Communications Corp.

"This is a red letter day for all Native Americans," said Stone, who spoke at the meeting.

"Too frequently when the media does stories about Native Americans, it is about some drunk rolling in the gutter in Gallup. Frank is looking for achievers and he is putting the spotlight on them. I think history will treat him kindly."

Dukepoo, a geneticist who is the first Hopi to have earned a doctoral degree, deserves a lot of credit for motivating youth, Cannon said.

"I've never met a man who has done more to care and to share," Cannon said of Dukepoo. "We walked into a situation at the Holbrook Indian School and there were activities on the basketball court. Within a short time, you could hear a pin drop. He was talking to them about how you do something with your life; how you maneuver in two worlds."

Native Americans can face many obstacles to achievement, said the 48-year-old Dukepoo, who works as special assistant to NAU President Eugene Hughes and a faculty member.

Challenges often include low self esteem, domestic problems, poor academic preparation and the need to make cultural and social adjustments, he said.

"We're doing something to get them motivated to succeed and set high goals," Dukepoo said. "We see a need for this to help Indians prepare for the 21st century.

"The first 500 years was a learning experience. You might look at it as a time filled with problems for both Indians and non-Indians getting to learn about each other. I can sum up the next 500 years by saying there are no problems — only challenges and opportunities."

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16—ARIZONA DAILY SUN, Flagstaff, Arizona, Thursday, April 18, 1991

Native Americans earn honor awards

FLAGSTAFF—About 325 American Indian students from elementary schools to the university level were inducted into the National Native American Honor Society on April 12 at Northern Arizona University.

The students, from the Four Corners region, southern Arizona and southern California, were honored for achieving a perfect 4.0 grade point average during a semester of their academic careers.

On hand to congratulate the students for their academic achievement was Dr. John Tippeconnic, III, director of the Office of Indian Education, U.S. Department of Education.

"You're beginning a journey that will take you through the rest of your life," Tippeconnic told the capacity crowd of about 450 students, teachers and parents at NAU's du Bois Conference Center. And he urged the students to "take additional steps in the right direction."

Tippeconnic advised the students to "take school very seriously; learn all you can." He noted, "Knowledge and information is power. The more you know, the better decisions you're going to make about your future."

He encouraged the students to look ahead. "Have a dream; have a vision about what you want to do and where you want to be," Tippeconnic said. He asked the students to remember those people who helped them and to lend their assistance to other students.

Tippeconnic said the honored students could be proud of their accomplishments and their heritage. "Feel good — feel real good — about being American Indian. We have a strong history and a strong tradition as Indian people. "

Following Tippeconnic's keynote address, Vice Chairman of the Hopi Tribe Patrick C. Dallas told the students, "You are the pick of the crop. However, you are a long way from the completion of your education." He urged them to seek out and open doors of opportunities.

Dr. Frank Dukepoo of NAU, founder and director of the National Native American Honor Society, noted that the honor society inducted 125 students from 23 schools last year. This year, the membership tops 450 students from 75 schools.

In addition to the students who were honored, several educators also were recognized at the honor society banquet. Fannie Lomax of Teec Nos Pos Boarding School was named the Outstanding Teacher by the society. Recognized for outstanding achievements to the honor society were Anna Ridpath of Page Middle School and Susan Bartley and Martha Noon-Tomah, both of the Chinle School District.

Opinion

Men of the Year, Voices for the Future

With this issue the Navajo-Hopi Observer announces its selections for the Navajo of the Year and Hopi of the Year for 1995.

Since the annual awards were first presented in 1987 (to Earl Butler, Navajo, and Caleb Johnson, Hopi) the nomination, selection and naming of the recipients has received much attention and is viewed with much anticipation.

Those men and women who have been chosen these past eight years represent individuals who have contributed much to their respective communities and to their respective tribe.

That tradition continues with this year's honorees, two men who employ varying methods to attain what is essentially the same goal: helping their people embrace the future without sacrificing the past.

James Peshlakai, our Navajo of the Year, and Frank Dukepoo, Hopi of Year, are approximately the same age and thus each has witnessed and can recall the transitional years for their tribe.

Their perspective bridges the simpler — yet demanding — pre-technology time with the modern one. These men know the days when change came to the remote lands of northeast Arizona perhaps on a decade by decade timetable. Nevertheless, they are also fully alive in the fast-paced world of the 1990s, which now infiltrates the Navajo and Hopi reservations on an hourly basis.

Consequently, their motivation for contributing to the betterment of their people draws inspiration from each era. They understand and are versed in the traditions that were strong and viable when they were young and urge today's young people to revere their heritage.

However, they are also attuned to the fact that the world does not remain and has not remained the same for Native Americans, and so they strive to motivate contemporary youths to aim for success in the evolving society.

As such, they are educators who provide a voice and role model for a future that must be shaped and will not be postponed.

The Observer congratulates James Peshlakai and Frank Dukepoo for willingly devoting their energy to helping their people, and is proud to name them, respectively, Navajo and Hopi of the Year.

*****

CASA GRANDE DISPATCH
Casa Grande – d. 9,487

MAR 8 1996

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BUREAU – Phoenix

Making the Effort

Staff Photo by Francisco Medina

Ocotillo Elementary School students received a motivational presentation from guest speaker Frank C. Dukepoo from Northern Arizona University Thursday afternoon. Above, Dukepoo uses a balloon and passes a huge needle and yarn through the balloon without bursting it, with a message that the children can succeed at anything if they just try hard enough. Dukepoo used several props and magic tricks to make the presentation interesting for the students as well and some community members from Sacaton who attended the presentation.

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The Independent
Gallup, N.M.
Friday, September 27, 1991

Richard Sitts/Independent

Dr. Dukepoo uses magic to get students interested in academics and dissolve some the fears students often experience with acheivement

College professor magically inspires students to learn

By Betty Reid
Dine Bureau

TSAILE, Ariz. — Dr. Dukepoo's goal is to magically inspire young Indian minds.

The college professor believes answers toward acheiving that goal is in a yellow suitcase. It contains papers that quickly disappear when lit to show students they can make problems vanish, crumbling large alphabetical letters like "Fs" to form "As" demonstrating students can get "As" and how problem knots can be unraveled if the desire is there.

. He calls his show, "Mind, magic and motivation."

"Our program provides an instrument so that kids can develop socially, spiritually and mentally," said Dukepoo, president of the National Native American Honors Society. "It's also a place to develop leadership among Indian youth."

In 1981, the idea to form the honors society jolted the Hopi professor awake at 4 a.m. He switched the bedside lamp on thinking 4 a.m. is "a good Indian number."

"Something in my head said, 'kids, happiness, achievement, pride,'" Dukepoo recalled.

The next eight years, he experimented with magically inspiring young children to become academic achievers. Dukepoo delivers magic using jokes specifically and stories related to Navajos.

Simple exercises involving cultural aspects of a tribe motivates young minds, he said.

Last week at Tsaile Elementry School, students challenged each other in a procrastination excecise using beans and frybread as mascots.

"How many of you say, 'I'll do it tomorrow?'" he asked as several hands shot up. "Whenever you have a job to do, you do it until the job is done. Remember the three words, 'do it now!'"

Each team stood up, directly pointed at the other team and ordered, 'Do it now Beans!' The bean team outscreamed the frybread team.

Under his direction the National Native American Honors Society is grew from 300 student membership to a 700 over two years. Students are required to carry a 3.0 grade point average or have perfect attendance. At least 75 schools throughout in the four corners region participate.

Last year more than 50 students traveled to Flagstaff from the Chinle School District to attend a banquet for their effort in acquiring straight "As."

His goal is to incorporate leadership training in the program.

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Perfect students draw well-earned praise

By Stan Bindell
Observer Editor

Approximately 450 Native American students were honored recently during the second annual National Native American Honor Society banquet held at Northern Arizona University in Flagstaff.

Each of these honor students, who were inducted into the National Native American Honor Society, had a perfect 4.0 grade point average.

Each of the honor students received an eagle pin and certificate for each semester that they had perfect grades.

Dr. John Tippeconic, director of the U.S Office of Indian Education, praised the honor students and offered them advice during his speech.

Dr. Tippeconic told more than 500 people attending the banquet that there are four points the students need to remember to be successful.

Tippeconic said emphasizing the importance of education, being concerned about people, remembering people and feeling good about being an American Indian are keys to success.

"Learn all you can," he said. "Read, write, learn math and science."

Tippeconic said good grades will help students gain entrance to the college of their choice and will have an impact on how people view them.

"Your parents and friends will recognize what your doing and your hard work will be recognized," he said.

Tippeconic said education is more than just what goes on in the classroom.

"Education is what goes on in the community, nation and world," he said. "Learning takes place through life so learn from your teachers and other people."

Tippeconic said the second point is to be concerned about people by addressing issues such as hunger, the environment, substance abuse, school dropouts, suicide, discrimination and racism.

"Be concerned about your family, community, tribe, state and world," he said, "because the more you know the more power you have to make decisions."

Tippeconic urged students to plan ahead and think about what profession they want to be working in when the year 2000 arrives.

Tippeconic said he dreamt of becoming a teacher. Tippeconic, who is Comanche, went on to teach in Tuba City and at Arizona State University. He later taught teachers about how to improve their teaching methods. He eventually became vice president of Navajo Community College.

"Dreams do come true so have a vision," he said. "If you have a vision you will probably get there."

He said students should remember to say thanks to the people who helped them and to help students who are not doing so well.

Tippeconic told the students they should feel proud of their Native American tradition. He said his father was the first Native American to earn a master's degree in Arizona. His father earned the degree at NAU with his master's degree involving the interviewing of 25 Commanche elders. He said his father learned Native American values from this study that should never be forgotten.

Tippeconic said he used to worry about the road ahead for America's tribes.

"But I don't worry anymore," he said. "As I look out into the audience I feel confident that the future is in good hands."

He told the students that an Old Chinese proverb is true. The proverb states that the voyage of a thousand miles begins with a single step--make sure it is in the right direction.

Society rooted in spirituality

Dr. Frank Dukepoo, a biology professor at NAU who created the honor society, said the National Native American Honor Society is rooted in Native American spirituality, tradition and customs.

Dr. Dukepoo said when the society was started, and later upgraded its standards so that the honor students must have perfect grades, that he was laughed out of a lot of meetings.

"But we persisted in order to be successful," he said.

Dukepoo thought of the idea of the national Native American honor society at 4 a.m. Oct. 10, 1981. He said it may have taken 10 years for the idea to come together, but that the growth in self-esteem that he has seen in Native American students has made it all worthwhile.

Laura Babbitt of Dennehotso put her magician's hat on to help Dr. Frank Dukepoo with a trick. They put the letters F and Z into the container, but came out with straight A's--the grades they are expected to obtain.

See HONORS, page 2

Dukepoo's quote of the week

"I wasn't a college dropout. I was a college drop-in. I dropped in to all the parties," Dr. Frank Dukepoo talking about his college experiences before he got on the right track.

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Arizona Daily Sun
April 17, 1992

'Perfect' students attend conference

Native American scholars honored

By SCOTT JOHNSTON
Sun Staff Reporter

When Northern Arizona University's Frank Dukepoo first thought of the idea of an honors society for Native Americans, he didn't want to include students with a 2.5 grade point average or 2.9 or even 3.9.

No, for Dukepoo nothing less than perfect would do.

So the honors students that showed up at Friday night's National Native American Honor Society's third annual induction and awards banquet, all had 4.0's.

And it wasn't an empty room. Some 600 students with perfect GPA's showed up, along with their parents and relatives, nearly packing the NAU Field House.

"Some people didn't think it was a good idea, to only include 4.0 students," said Lee Cannon, who introduced the guest speaker, famous Native American actor Iron Eyes Cody. "But Frank's idea was that these kids should aim for anything anyone else could do."

It seems to have paid off. There were 850 people in attendance from 69 high schools, as well as students from elementary school through college.

Tribes primarily from the four corners area of Arizona, New Mexico, Utah and Colorado were in attendance. There were Apaches, Navajos, Zunis, Choctaws, Cherokees and Cheyennes, among others, enjoying the food and entertainment, which included Native American songs and skits.

Eleanor Gorman of Tsaile, Arizona, on the eastern half of the Navajo Reservation, drove three hours to get to the conference, to watch her grand-daughter receive recognition for perfect grades.

Gorman said the best thing about the banquet was not that it was for Native Americans, but that it was put together by Native Americans.

IRON EYES CODY

"I think it's important for children growing up to understand that they have their own people organizing this," Gorman said. "At this level, this is very important.

Dukepoo, a Hopi, launched the Native American Honor Society in the Oklahoma area in 1989. That year, about 150 Native American high school and college students qualified for membership. A year later, 300 students were honored at a bash at the University of Oklahoma.

At the first awards banquet in the Four Corners Area, in 1990, the society expanded to include elementary school and secondary school students on the honor role.

They began with 125 students from 20 schools.

Still, Dukepoo thought the banquet needed some celebrity status and so invited the 85-year-old character actor Cody to speak at this year's banquet.

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WEDNESDAY, APRIL 22, 1992

Hundreds of kids make perfect grades and earn way to honors

By Cate Gilles
Contributing Reporter

A lot of dreams became reality on April 10 at Northern Arizona University when the members of the National Native American Honors Society gathered to celebrate the third annual banquet.

Those attending nearly filled the fieldhouse.

From elementary school kids to adults in college, a lot of pride shone on the faces of students who were honored for having attained a perfect 4.0 grade point average.

Their pride was shared by parents, grandparents, school administrators and teachers who were there to back up their kids and to share that special joy in achievement.

It was also the realization of a dream for Dr. Frank Dukepoo, who had a vision a little more than ten years ago. He woke up in the early hours of an October morning and was given the idea that an honor society for native students could do a lot to increase self-esteem and achievement.

From that idea, the society has grown incredibly. Dukepoo said a lot of people told the first four organizers of the society that massive numbers of native students achieving perfect grade point averages would never happen.

But Ray Newton, Rosie Bingham, Lee Cannon and Dukepoo did not give up. By the end of the coming summer, they hope to induct 1,000 high achievers.

Dukepoo urged the students to hold on to goals and never give up. "Don't ever think that because you are an Indian in a white world you can't make it," he told the audience. "My junior year in college I had a whopping 1.16 GPA. I tried for medical school, but they didn't want me. I think that in every adversity there's a seed of the positive. That's our motto--never give up."

"Don't ever forget who you are or where you came from. Remember that we believe in the Great Spirit, in God, and in the idea that there is a plan for your life. This is a very old Indian idea, so we are coming full circle," Dukepoo said.

For some of the young students, induction into the honor society made them more confident that their dreams are possible.

Heather Anslow of Page Middle School said achieving her 4.0 GPA "took a lot of hard, hard work."

"I'm really excited tonight," she said. "I plan on being an archaeologist because it has interested me all of my life."

Nearly 700 students were inducted into the honor society at the banquet.

Iron Eyes Cody made a special appearance, made even more special when he arrived in spite of a detour to the medical center on the way because of illness.

Cody spoke with great determination and left his wheelchair to stand at the podium in spite of obvious fatigue. He proceeded to patiently pose for photographs with every single group of students from all of the 67 schools who participated in the honor society this year.

Other entertainers included Steve Darden, who also emceed the evening, the Dennehotso Singers, Doris Brodie and Robert Esplain.

Byron Gorman gave a surprising performance of classical opera. He may be the first Navajo who will receive international acclaim as a singer of opera. Gorman, a music education major at NAU, has been selected as one of 80 singers selected to perform in the International Youth Choir at the next Olympic games in Spain.

"I couldn't believe it, that I am one of 80 people selected out of the entire world. It didn't really hit me until I received the letter from Belgium," he said. "I feel like maybe I can start showing these younger kids that there are Native American college students who really do succeed--and it helps a lot to know that there are people like Dr. Dukepoo and Iron Eyes Cody who are out there as role models for me."

Gorman said he felt honored to be inducted into the society, and that without his mother, Eunice Phillips Gorman, he would not have made it.

"Without her support in my education I would not have achieved the many things I have achieved," he said.

Some of the dignitaries who attended were Hopi Tribal Chairman Vernon Masayesva and his wife, Reno Johnson from the White Mountain Apache, Lee Cannon, Flagstaff Mayor Chris Bavasi, NAU President Dr. Eugene Hughes, NAU administrators Dr. Patsy Reed and Dr. Ray Newton, and grocery-owner Eddie Basha.

InvitedPapers

My name is Frank C. Dukepoo. Among my Hopi people I go by Pu-mat-uh-ye Tsi Dukpuh. Through my father, the family name, Tsi Dukpuh, refers to the snake sacks carried by the Snake Dancers. "Pumatuhye" was given to me by my mother Ella when I was initiated into manhood. After you plant, the first little ones that come up—that is pumatuhye.

For Hopis, it is "ka-Hopi" to brag. It is, however, expected that you speak the truth. So, it is true that I come from Sichomovi Village (First Mesa), Arizona. I am also the first member of my tribe to earn a Ph.D. (zoology, genetics), which I received from Arizona State University in 1973. At that time I was one of six other Indians who possessed a science doctorate. Now I understand there are two more. As far as I know, I am the only Indian geneticist.

Personally, I have been in the education business for 46 years, starting with first grade. Professionally, I have been in Indian education for the last 22. I have visited thousands of Native Americans from Fairbanks to Mexico City. In my travels on the "res" and "in town," much of what I heard was negative—high unemployment, poor health, death from accidents, suicides, and homicides (nearly all alcohol-related), and high drop-out rates. I encountered many talkers but few doers. Occasionally, I met a few dedicated souls who were trying to improve the situation. Several of them were non-Indian.

In 1979, while unemployed in Washington, D.C., I prayed for a job as well as a way to help my people. Within a short time, I landed a job at the National Cancer Institute. On Sunday, October 4, 1981, I was shown how to be of service. I'll never forget how something pulled me straight up and off the bed. Landing on my feet, I flicked on my lamp. It was exactly 4:00 a.m. I reached for my pen and jotted: "Indians, education, success, happiness." I flicked off the light and went back to sleep.

At breakfast, I pondered the experience. Four days later, it came to me. "Why not? Why not an honor society for Indian people!" Bursting with excitement, I sought and was granted permission to present at a forthcoming conference. Loaded with more enthusiasm than members, I gave the presentation to one White woman in attendance.

Afterwards, I thanked her for coming. "I'm very sorry," she lamented, patting me on the shoulder. "Thank you. I'm very excited," I encouraged her. "Excited?" she quizzed. "Yes," I said, "because next year if two people attend, we'll have grown 100 percent!"

I continued trying to garner enthusiasm, support, and members. Few were interested. In 1989, with the National Native American Honor Society nearly broke and defunct, I called a meeting to discuss strategies. Several people commented that the required 3.0 GPA was much too high. Their spokesman laid it on the line: "Come on, Frank, you ought to lower it to 2.0. After all, we are talking about Indian students." Outraged, I slammed my fist on the table and growled, "What an insult to Indian people. Just for that, I'm going to raise it to 4.0 because I know they can do it!" The meeting ended as the scoffers filed out shaking their heads.

In 1990, we experimented with the 4.0 concept with resounding results in Oklahoma. Back in Arizona, we started with 100 students from 20 schools. By 1991, we had 500 members; in 1992, 700; and in 1993, 1200. We now have about 1400 members representing 190 elementary, secondary, and post-secondary institutions. We are extremely pleased with the growth of the Society and look forward to our first national meeting in 2000. Our goal is 30 000 members.

The Society's philosophy is holistic and incorporates ancient traditions, customs, and values from a number of tribes. We endeavor to recognize academic achievement and encourage an atmosphere in which students can become fit socially, mentally, physically, and spiritually. We also promote positive and constructive values so that others will foster personal commitments to education and high self-esteem. Members prefer not to think of themselves as a group of smart students, but rather as individuals who are doing something positive and worthwhile with their lives. They delight in sharing their gifts and talents and in helping others.

Membership is open to any student in fourth grade to graduate school who has earned a 4.0 semester anytime during his or her academic career. Students receive a certificate and an eagle pin. Members are also required to perform community service. Special membership is available to non-Indians.

The students' success is a tribute to Indian people. It is an example of what people can do if they believe in themselves, set high goals, work hard, and have an unfaltering faith in The Great Spirit.

Frank C. Dukepoo
Founder/Director, National
Native American Honor Society

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Navajo-Hopi
Observer

Vol. 13, No. 52 Wednesday, February 21, 1996 *"A Publication For Native Americ*

Hopi of the Year

Frank Dukepoo believes education provides new Native American pathway

By C.S. Degener
Editor

FLAGSTAFF — Growing up on First Mesa, Frank Dukepoo learned the Hopi ways and he learned about agriculture.

Indirectly, he was learning about science, a field that would ultimately provide him with his profession.

Some may ponder the compatibility of science, with its cold image of laboratories and analytical thinking, and the deeply spiritual heritage of the Hopi people and other Native Americans.

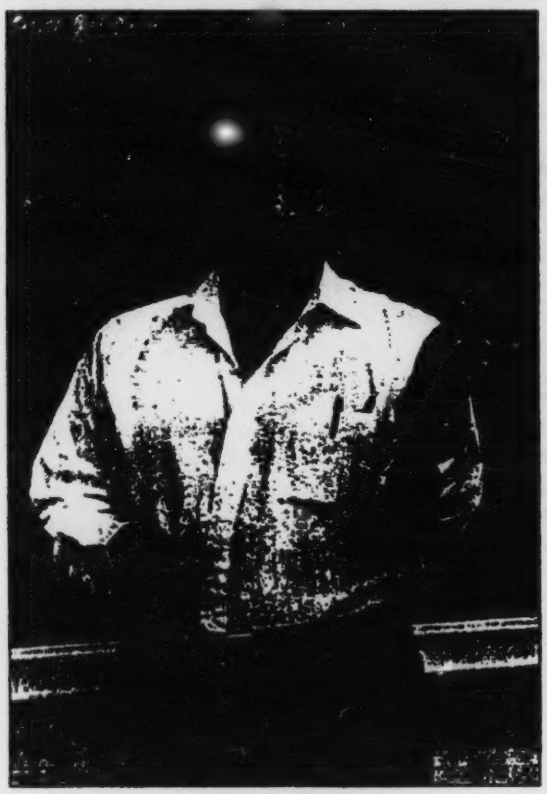
But, not Dukepoo.

"(Science) is the essence of life. As a kid I really enjoyed (watching) the process" of things growing, he said.

Ironically, some of what he witnessed would later be confirmed by his studies.

"My dad, as a farmer, was a first-rate agronomist and a first-rate geneticist," Dukepoo noted, recalling how his father would caution him about where to plant certain seeds.

Dukepoo, who teaches biology at Northern Arizona University, earned acclaim for his study on "Albinism among the Hopi," which he said is now considered a classic paper in genetics.



Frank Dukepoo

However, his academic pursuits didn't always produce glowing results.

After earning a variety of scholarships, Dukepoo headed south to Arizona State University where he fell victim to many of the distractions that face young adults away from their familiar surroundings for the first time. One by one the scholarships were revoked as his grades sank below the minimum requirement.

When the final notification arrived, he walked out of his dormitory to mull his options.

"I had $1.65 in my pocket and I threw it at the Memorial Union," he recalled.

Dukepoo, who had hopes of becoming a doctor or a dentist, decided he would start from scratch if he was to start over.

"I had two ways to go — up or down. I got down on my knees and asked for guidance," he

See HOPI OF THE YEAR page 3

HOPI OF THE YEAR

continued from page 1

said.

If the Great Spirit was listening it gave no indication.

"There were no miracles. No light bulbs flashed. No thunder. Nothing," Dukepoo said.

At least not at that moment.

Days after that incident he met Dr. Charles Wolf, a zoology professor who asked him if he wanted to participate in a summer project. That work would eventually land Dukepoo in a science masters program; later he would obtain his own doctorate.

"The moral is simple," he now tells his students. "If you don't get into medical school, you can always get a Ph.D. in genetics," he quipped.

Dukepoo was the first Hopi to earn a doctorate and is one of only six Native Americans to have obtained one.

Meanwhile, on the spiritual side of his existence, the Great Spirit was working its plan.

Two years prior to graduating from ASU, Dukepoo was awakened at 4 a.m. by a rumbling. He couldn't locate the source of the disturbance, but it seemed to coincide with a simple message that invaded his slumber. So compelling were the words, he scribbled them down.

The next day he examined what he wrote: "Indians — honor — education — success — happiness." A few more days would pass before their meaning became clear.

"Why not form an honor society for Indian people?" Dukepoo thought.

His prayer for guidance had been answered.

Some years would pass before the National Native American Honor Society was launched, but not without some frustrations. The initial year saw few Native Americans qualify, even though the grade point average needed for induction was a 3.0.

However, Dukepoo chafed at the suggestion that it be lowered to generate more involvement. In fact, he did the opposite and raised the standard to 4.0 in a defiant show of faith in the ability of Native Americans.

"It's a stand on excellence and a stand on values," his said, citing the Hopi philosophy of walking the "sun trail" and submitting to the plans the Great Spirit has for each person.

"We are not expecting excellence — we're demanding it."

Nevertheless, Dukepoo understands on a personal level the frustrations ahead of Native Americans who dedicate themselves to education.

"We've overcome a lot of obstacles. It's just not popular to be an Indian nerd," he said identifying just one of them.

The society, which began with fewer than handful of students, now numbers in the hundreds ranging from 4th Graders to graduate students.

Now that the honor society is flourishing, Dukepoo has turned his efforts to retaining Native American college students and to creating texts and methods that will raise self-esteem and communication skills.

"What I'm seeing, which is so invigorating, I'm seeing a population of survivors," Dukepoo said.

He said he has noticed an increase in the involvement of parents and Native American leaders emphasizing the importance of education and achievement.

"We are strong. We wouldn't have survived this long if we weren't strong," he said harkening to the long Native American heritage."

"It's really the people," Dukepoo said. They can succeed "If they believe in themselves and have high goals, if they don't give up and have an unfaltering faith in Great Spirit."

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The public is invited to

MIND, MAGIC AND MOTIVATION

Saturday, February 22, 1992
2:00PM
Santa Ynez Indian Reservation
Community Building

Children, parents, educators should not miss this rare opportunity to see a motivational presentation and "magic show" by:

Frank Dukepoo, Ph.D.

Hopi and Laguna Indian Scientist

Founder and President, National Native American Honor Society, Inc.
Co-director, Eagle Force Leadership Course for American Indians
Associate Professor, Biological Sciences, Northern Arizona University
Assistant to Academic Vice President, Norhtern Arizona University
Founding member and past President, American Indian Science and Engineering Society
Member, American Association for the Advancement of Science, American Society of Human Genetics, and Gerontological Society

Professor Dukepoo was the first member of the Hopi Indian Tribe to receive a Ph.D. and one of only a handful of American Indians who has earned a doctorate degree in a science field. He has held program management positions with the National Science Foundation and National Cancer Institute and served in a consultant capacity for the Bureau of Indian Affairs, National Institutes of Health, and various national councils on aging. Professor Dukepoo also starred in "The Four Corners: A National Sacrifice Area?", Best Documentary Film Award, 1987.

Proceeds will be donated to:
National Native American Honor Society
Santa Ynez Indian Reservation Student Chapter of Math, Engineering, Science Achievement (MESA)

Admission Fee: Adults - $3.00 Children - 50 cents

Hwy 101 or 154 (San Marcos Pass) to Hwy 246 to the Santa Ynez Indian Res.
For more information, call Reggie or Terry Pagaling at 686-1416

National Native American Honor Society

In recognition of outstanding academic achievement

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of

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is hereby granted membership into the

National Native American Honor Society

on this ____ *day of* ____________________, ________.

____

Founder

National Native American Honor Society Pledge

I.
I am.
I am very
special. I am
unique. I count.
I am loved...

I believe I can
achieve anything I set
my mind to.

I believe in me and my
people. I believe in our language
and our culture. I believe in our
land and our way of life. I believe
in the teachings of our elders.

I believe there is a plan for my life. I believe
in the power of prayer. I believe in God,
The Great Spirit.

I believe in the destiny of our people and that I
will be a leader. I believe I have unlimited potential
and that I can replace bad habits with good ones. I
believe that nothing happens without self-discipline.
I believe that if it's to be, it's up to me.

I pledge to have a better self-image and to become more
self-confident. I commit myself to high ideals and goals. I will
take a stand for excellence. I vow to become fit physically,
mentally, socially and spiritually.

I promise to become educated and use my education for the benefit of my
people. I also promise that as far as I go in education, I will never forget
who I am and where I came from.

I forgive those who have rendered me any wrongdoing. I promise to love myself
so that I may love others. I am thankful for the gifts and talents I have received and
will share them as I help others achieve their highest potential. I will learn from those
above me and help those below. I promise to be honest, hard-working and to treat everyone
and every living thing with kindness. I will respect Mother Earth. From this moment on,
I promise to walk and talk with dignity, respect and wisdom.

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What are the Characteristics of Successful Students?

1. Not surprisingly, they attend classes – regularly. Moreover, they are on time. If they miss a section, they feel obligated to let the instructor know why, and their excuses seem legitimate and reasonable. They make sure they get all assignments they missed and understand specifically what was covered in class.

2. They take advantage of extra credit opportunities if they are offered. They demonstrate that they care about their grades and are willing to work to improve them. They often do the optional (and frequently challenging) assignments that many students pass up, such as giving a five-minute presentation that substitutes for an essay.

3. Successful students speak in class, even if their attempts are a bit clumsy and difficult. They ask the questions that the instructor knows many in the class are bound to have, provided they are listening.

4. They see the instructor before or after class about grades, comments made on their papers, and upcoming tests. Sometimes they just want to ask a question or make a comment relative to the class discussion.

5. Successful students turn in assignments that look neat and sharp. They take the time to produce a final product that looks good, a reflection of a caring attitude and pride in their work.

6. They are attentive in class. They don't chat, read, or stare out windows. In other words, they are polite and graceful, even if they get a little bored.

7. Almost all work and assignments are turned in, even if every one of them is not brilliant. Successful students seem driven to complete all work.

8. The most successful students may well end up at the instructor's office door at least once during the quarter; they'll go out of their way to find the instructor and engage him/her in meaningful conversation.

David Shults
Instructor of English, Mohave Community College
Riviera, Arizona

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October 21, 1988

Biographical Sketch
Frank C. Dukepoo

Frank C. Dukepoo is a full-blooded American Indian of Hopi and Laguna heritage. Born on the Mohave Indian reservation, in Arizona, he received his early education in the Phoenix area. In 1973 he graduated from Arizona State University with a Ph. D. in zoology (genetics). He is the first Hopi to have earned a doctorate and one of six Indians nationally who hold earned doctorates in the sciences. He is one of only two Native American geneticists in the country.

His background includes teaching at San Diego State University, administrative executive positions with the National Science Foundation and the National Institutes of Health, Washington, D. C. He is the former Director of Indian Education at Northern Arizona University (NAU), Flagstaff. Presently, he is a faculty member in the Department of Biological Sciences and Special Assistant to the Academic Vice President at NAU.

For the past 10 years he has expanded his interest in the area of retention and motivation. In recent years he has gained considerable reputation as one of the country's outstanding motivators of Indian students. He is the former Director of a NSF-supported science program that has gained national recognition for 100% retention of Indian students. Dr. Dukepoo is the founder, incorporator and Director of the National Native American Honor Society. This nationally-recognized exemplary program includes about 2,000 straight-A Native American students representing some 190 schools in the continental United States, Alaska and Canada.

In addition to retention and motivation studies, his other research interests include the study of birth defects in Southwest Native Americans and, albinism and inbreeding among the Hopi Indians of Northern Arizona. He is attempting to map the albino gene and has made two films pertaining to his research. The *Whizkids* production has received the ABC Excellence Award in Children's Programing, Telly Award and the School Library Journal Award. In 1995, the production was accepted for airing by the Minnesota Public Television. He has been featured on radio talk shows pertaining to motivation of Indian youth and ethnics in human genomic research in Indian communities. Currently he is developing culturally-relevant science material, science modules and science kits for elementary students. As an amateur magician he gives "Mind, Magic and Motivation" shows to Indian youth.

As a professional, he is a member of numerous scientific and educational societies and organizations and is a founding member of SACNAS (Society for the Advance of Chicanos and Native Americans in Science and AISES (American Indian Science and Engineering Society). He also serves as a consultant to the Bureau of Indian Affairs, Department of Education, National Institutes of Health, National Science Foundation, Southwest Development Laboratory and the Far West Laboratory. He also provides training and gives in-service to teachers, numerous Indian tribes and the Department of Economic Security (Child Protective Services).

His numerous awards include the John Hay Whitney Fellowship, Ford Foundation Fellowship, listing in Who's Who of American Indians, Bo Jack Humanitarian Award, Iron Eyes Cody Medal of Freedom Award, Outstanding Educator of The Year Award (National Coalition of Indian Education) and "Premier" status and "Exemplary" Awards for programs he devised and directed in working with American Indian youth. In 1995 he was named "Indian Man of the Year," inducted into the "Indian Hall of Fame," listed in "Past and Present Indian Leaders" and selected for inclusion in "Bibliographies of Outstanding Native Americans." In 1996 he was named "Hopi Of The Year" and received the "Lifetime Achievement Award" for service to Indian people.

Frank C. Dukepoo

Education:

Arizona State Universtity, Tempe, AZ.	B. S. Biology	1966
Arizona State Universtity, Tempe, AZ.	M. S. Zoology	1968
Arizona State Universtity, Tempe, AZ.	Ph.D. Zoology	1973

Previous Employment:

1971	Mesa Community College, Mesa, Arizona, Genetics Instructor
1971	Arizona State University, Teaching Assistant
1972-72	Phoenix Indian School, science and math teacher
1973-74	San Diego State University, Administrative Assistant, Department of Native American Studies
1974	Arizona State University, Assistant Professor, zoology, visiting professor
1975	Instructor, Palomar Junior College, San Mateo, California
1973-77	San Diego State University, Assistant Professor, Biology
1977-78	NSF, Washington, D.C., Program Manager, Science Education Resources Improvement, Minority Institutions Science Improvement
1978-80	National Cancer Institute, NIH, Wash., DC, Executive Secretary
1980-84	No. Arizona University, Director, Center for Indian Education
1980-90	Associate Professor of Biology, Northern Arizona University
1980-94	Special Assistant to Academic Vice President, NAU
1990-96	Senior Lecturer, NAU

Experience:

1972-75	Founding member, Board member, past VP and President of AISES
1973-75	Founding member, Board member, past VP and Presdient of SACNAS
1983-84	Program Director, MBRS, NAU
1990	Member, NAU Native American Program Council
1988-91	Director, NSF Young Scholars Summer Science Program, NAU
1990-91	Director, High School Apprenticeship Program, NAU
1981-96	Conceived, founded and current Director of National Native American Honor Society, Flagstaff, Az

Honors:

1968	John Hay Whitney Fellowship and Ford Foundation Advanced Study Fellowship
1972-96	Listed in: American Indians of Today (A Who's Who of American Indians); National Native American Directory; American Men and Minority Science Directory; Past and Present Indian Leaders and Bibliographies of Outstanding Native Americans
1973	First member of Hopi Indian tribe to receive Ph.D.
1989	Young Scholars Program, (NSF) receives "Premier National Rating"
1989	Iron Eyes Cody Medal of Honor for Outstanding Indian Leadership, 1990 Buddy Bo Jack Humanitarian Award for outstanding contributions to Native Americans
1990	Educator of the Year Award, from Nat. Coalition for Indian Education
1991	1st Place Award for Best Talent (Magic Motivational Show), National Coalition for Indian Education Conference
1992	Nati onal Exemplary Program in Indian Education Award in recognition for the National Native American Honor Society
1992	National Native American Society cited as an exemplary minority education program in the special "Pipeline Dearth of Minorities in Science" article in Science magazine, November, 1992
1995	"Indian Man of The Year" by the BoJack Humanitarian Foundation.

1995 Inducted into the Indian Hall of Fame
1996 "Hopi Of The Year" award from the Navajo-Hopi Newspaper

Publications:

Woolf, C.M. and Dukepoo, F. C., "Hopi Indians, Inbreeding and Albinism," Science 164: 30-37, 1969.

Dukepoo, F. C., "The Elder American Indian," a monograph, Campanile Press, San Diego State Univ.,1978.

"Dosage Study of Maternal Effect Isoalleles in D. melanogaster," Ph.D. dissertation, unreported research, 1973.

Dukepoo, F. C., "Progress: Its Effect on Native and Other American," Arizona Humanities Symposium Series, in conjunction with the Pueblo Grande Museum, 1988.

Dukepoo, F. C. and Campbell, S., "We Did It Our Way, Volume I" a collection of success stories by Native American students, 1990.

Dukepoo, F. C., "More Than Beads, Buckskins and Bolo Ties: The Role of Culture in Science." Publication of the Southwest Edcational Development Laboratory, Austin, Texas, 1993.

Dukepoo, F. C., "Twentieth Century Warriors: Excellence in Indian Education." Published in the proceedings of the Second Annual Diversity in the Workforce Conference, NSF, Washington, D.C., 1995.

Dukepoo, F. C., "Invited Paper on the National Native American Honor Society," The Science Teacher, Vol. 62, No. 2, page 8, February, 1995.

Dukepoo, F. C., "Native American Perspectives on Genetic Patenting," AAAS, 1998.

Movies and Films:

1987 Served as consultant to the production of the film"The Four Corners: A National Sacrifice Area?"
1988 Served as consultant and was featured in the film "The River That Harms"
1989 Served as advisor, consultant and starred in "The Frank Dukepoo Story," Film was produced as part of the WhizKids ProjectIn 1993 the film received "Emmet Award" best motivational science films for minority elementary andjunior high students.

Consulting and Membership in Government Advisory Committees:

1983-90 Member, Advisory Council on Minorities in Science, NSF
1985-96 Member of team presenting "Soar Like An Eagle" seminars to Indian youth (sponsored by UNITY).
1974-85 National Institutes of Health, MBRS panel reviewer
1975-85 National Advisory Panel on Native Americans in AAAS
1989-94 Minority Sci Ed. Committee, National Science Teachers Assn
1990-96 Southwestern Development Corp. Minority. Sci. Ed. Houston, Texas
1987-96 Panel reviewer Howard Hughes Medical Institute
1990-96 Member of NSTA's Minority Science Advisory Committee
1995-96 Member of NSF Technical Assistance Team for Minority Institutions for Exellence Program.
1995-96 Consultant to NSTA, ACT and AP Science Testing programs

Presentations:

"How To Motivate Native American Students." Keynote at the NSTA'sAnnual Conference, Kansas City, Missouri, 1994 and Conf. on Exemplary Minority Science Education Programs, Research Triangle, Durham, NC, 1994. "The Human Genome Diversity Project: An Indigenous Perspective at Stanford University, Nov. 1995 , January , 1998 and at AAAS Annual Conference, Philadelphia, Feb. 1998, Int'l Bioethics Conference, San Francisco, Nov. 1996. "The National Native American Honor Society: A Story of Success in Indian Country." Keynote speaker at the NSTA Annual Conference, Anaheim, CA 1995 Saskatoon National Indian Conference, Saskatoon, B. C., 1995, NIEA, Tucson, 1995 and Improving America's Schools Conference, Wash., D. C., 1995. Other Honor Society presentations in Squamish Nation, Vancouver, Wisconsin, Michigan, 1997.

WORKSHOP EVALUATION

Name of Presenter: ______________________ Date: ______________________

Name of Session: ____

Please write in comments where appropriate, or use the other side.

1. The approach used in the session was the correct one.

______	______	______	______	______
Strongly disagree	Disagree	No opinion	Agree	Strongly agree

2. The session was worth the time I put into it.

______	______	______	______	______
Strongly disagree	Disagree	No opinion	Agree	Strongly agree

3. The facilities for the session were adequate.

______	______	______	______	______
Strongly disagree	Disagree	No opinion	Agree	Strongly agree

4. The overall planning of the session was done well.

______	______	______	______	______
Strongly disagree	Disagree	No opinion	Agree	Strongly agree

5. The presentation of the material was done well.

______	______	______	______	______
Strongly disagree	Disagree	No opinion	Agree	Strongly agree

6. The handouts were well coordinated with the presentation.

______	______	______	______	______
Strongly disagree	Disagree	No opinion	Agree	Strongly agree

7. The handouts helped in understanding the material.

______	______	______	______	______
Strongly disagree	Disagree	No opinion	Agree	Strongly agree

8. The information presented in the session will help me to do a better job.

______	______	______	______	______
Strongly disagree	Disagree	No opinion	Agree	Strongly agree

9. This type of session is needed.

______	______	______	______	______
Strongly disagree	Disagree	No opinion	Agree	Strongly agree

10. This session cleared up areas of confusion which are important to me.

______	______	______	______	______
Strongly disagree	Disagree	No opinion	Agree	Strongly agree

11. This conference should be repeated in other locations.

______	______	______	______	______
Strongly disagree	Disagree	No opinion	Agree	Strongly agree

Focus on Excellence

Gerald Hombel

Wellpinnit School District
P.O. Box 390
Wellpinnit, WA 99040-0390
(509) 258-4535

ANNUAL REPORT
1996-97

* * * *

WELLPINIT SCHOOL DISTRICT #49
SPOKANE INDIAN RESERVATION
P.O. BOX 390
WELLPINIT, WA 99040

* * * *

WELLPINIT SCHOOL BOARD
Jack LeBret - Chairman
Terry Payne - Vice Chair
Kay Wynecoop - Legislative Rep.
Mike Seyler - Member
Iva Rajewski - Member

Reid Riedlinger - Superintendent

November 1, 1997

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WELLPINIT SCHOOL DISTRICT
ANNUAL REPORT

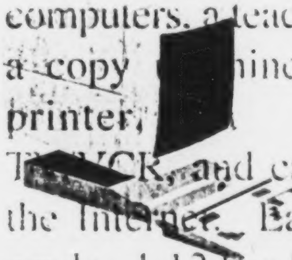
1996-1997

MISSION STATEMENT:
The mission of the Wellpinit School District is to provide each student with an equal opportunity to receive a quality education that enables them to challenge and achieve at their full potential in a culturally diverse and changing society.

The WELLPINIT SCHOOL DISTRICT:

The Wellpinit School District has been chartered since 1913 and moved into the present facility in April 1987. Presently, the school has a certified staff of 30, including a school psychologist, a speech language pathologist, and one administrator. The district also employs a classified staff of 40, which includes one full time tutorial aide for each classroom in grades K-8, and one full time aide for students in grades 9-12.

The Wellpinit School District, located on the Spokane Indian Reservation, is a one school K-12 site. The one school site has two classroom buildings containing 30 classrooms. The average classroom student population is 15 students per teacher. All classrooms are standardized with a minimum of six network IBM type computers, a teacher telephone, a copy machine, a computer printer, a combination TV/VCR, and cable access to the Internet. Each student in grades 4-12 has his/her own e-mail address and most teachers have desktop and/or laptop computers.



The Wellpinit School District is fortunate to be recognized as one of the most technological advanced schools in the United States. The district incorporates remediation, reinforcement, and enhancement curriculum software for all core subjects at all grade levels. Students are expected to read and be computer literate upon completion of their kindergarten year.

The district uses the Plato Curriculum, Jostens Learning System, IBM Curriculum, Edunetics Science, Waterford Reading Program, Autoskills Reading, CADD, Internet/E-Mail and individualized curriculum CD's. The primary text materials for math and reading are the Saxon Sequential Math program, K-12, and the Open Court Reading Program. Teachers also use a combination of auxiliary materials that augment student's individual learning styles.

Some Wellpinit high school students attend the Spokane

in the United States. The district incorporates remediation, reinforcement,

Sequential Math program, K-12, and the Open Court Reading Program. Teachers also use a combination of auxiliary

Tribal College during the day taking courses such as Finite Math, Statistics, and Composition. The district has implemented honors classes in some grades as well as advanced classes in high school.

CTBS test scores have steadily increased and math continues to have the strongest gains, with some scores above the state average. Our reading scores need the most attention as they have not increased as well as the math scores. We continue to strive for increases in all areas. The district expects to see improvement in reading. To achieve this, we have added extra reading and language arts instructional time and have purchased a new program called Open Court Reading .

DAY TO DAY:

All Wellpinit students are provided a full breakfast and a full lunch free of charge without regard to family income. The district provides six bus routes that run the length and width of the reservation. An after-school activities bus is also provided for students participating in sports programs or other activities.

The district employs a full time certified teacher for the Alternative Education Program. This program provides instruction for students at risk of losing high school credit or who are in jeopardy of dropping out of school. The overall enrollment for Wellpinit

for 1996-1997 was 342 students. Presently the enrollment is 362. The approximate ethnic descendant percentages are: Native American, 89%; Caucasian, 10%; Hispanic, ½%; and Asian, ½%. The approximate student gender percentage is even at 50% male and female.

EXPENDITURES:

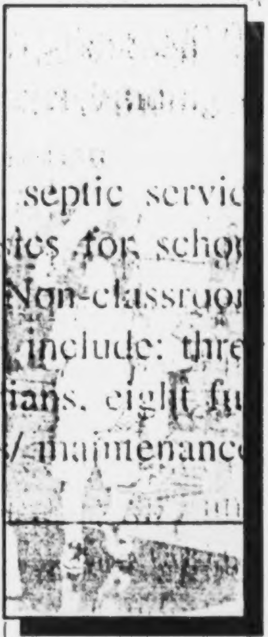
The Wellpinit School District is funded from state and federal sources. The major portion of the revenue is from the Washington State school apportionment allocations, program grants, formula program funding, and federal program sources, specifically Impact Aid. A data sheet on all district funding is attached.

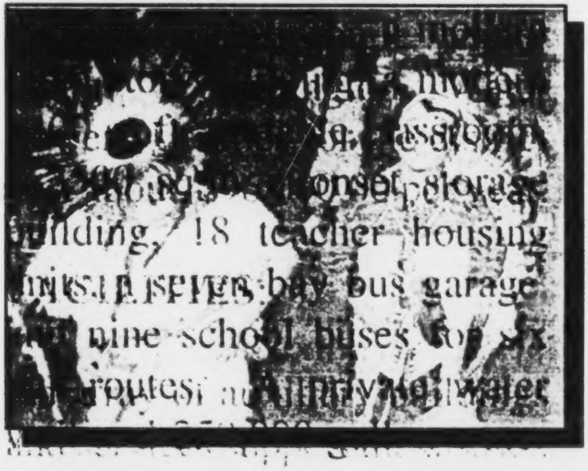
An expenditure of $9064.00 per student is based on a budget of $3,100,000.00 for the 1996-97 school year. Presently, the district has a payroll of $2,460,000.00 per year and pays approximately $85,000.00

per month in vendor invoices, with the largest single vendor being Washington Water Power. Utilities for the district cost about $96,000.00 per year.

FACILITIES:

An array of auxiliary buildings and services support the district. The buildings and services for the district include: a modern three story building, a modern 2400 sq.ft. portable classroom, a 3500 sq.ft. quonset storage building, 18 teacher housing units, a seven bay bus garage, and nine school buses for six bus routes. A private water well and 250,000 gallon water tank with local septic service provide the basics for school water control. Non-classroom support services include: three full time custodians, eight full time bus drivers/ maintenance, a school maintenance coordinator, and a district mechanic. The district also maintains some heavy equipment that it uses for district related utility services.





ATHLETICS AND EXTRA CURRICULAR:

Students at Wellpinit enjoy participating in all major athletic programs, basketball, football, volleyball, softball, baseball, cross-country, and track. Wellpinit encourages many field trips for students

ATHLETICS AND EXTRA CURRICULAR:

Students at Wellpinit enjoy

outside the regular day as well as during school. High school juniors and seniors travel to Washington D.C. and Hawaii each year as part of the Close-up Program. Our students also visit nearby districts and provide Indian dance performances for students in non-reservation schools. Each year the school changes the standard curriculum for five days to provide all students with a Culture Week of traditional Indian classes. Community elders and crafts people provide classes in beading, sewing, regalia making, hide-tanning, dancing, drum-making, stick games, singing, and food preparation. The week culminates with a mini-pow-wow.

COMMUNITY AND PARENT MEETINGS:

The district has implemented a school-community outreach program through meetings held throughout the year, with our annual Open House being the most successful.

The School-wide Parent Committee continues to advise the district and community on all the school and student programs. The Parent Committee is chaired by a community member. This Committee has a strong impact on the day to day operation of the school, problem solving, and advises the district on issues that influence our students.

SCHOOL IMPROVEMENT:

During the 1996-97 school year major improvements were as follows:

1. Student test score increased.
2. Purchase of an additional teacher housing unit.
3. Purchase of one new school bus.
4. Purchase of additional 24 new computers.
5. Purchase of an inflatable air dome/playground.
6. Increase number of high school students in Tribal College.
7. Asphalt bus parking completed.
8. Vocational Certification completed.
9. Purchase of fourteen lap top computers for teachers.
10. Thirty three Sony Learning Stations secured.
11. Accreditation Application completed.
12. Carl Perkins Grant Funds secured.
13. Vison Tech Grant secured.
14. Summer School Reading Program Grant secured.
15. Book Mobile Program implemented.
16. Waterford Reading Program implemented.
17. Essential Learnings Building Plan completed.

1. Student test score increased.
2. Purchase of an additional teacher housing unit.
3. Purchase of one new school bus.
4. Purchase of additional 24 new computers.
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6. Increase number of high school students in Tribal College.
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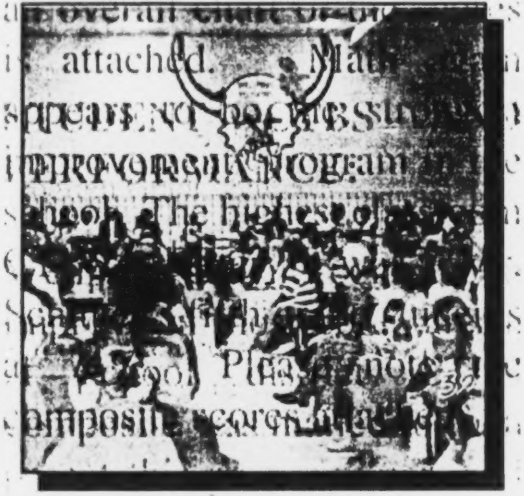
SCHOOL GOALS AND IMPROVEMENT:

The Wellpinit School District is continually seeking to be a most exemplary school. Although a recognized leader in technological learning, we continue to search for better learning models for our students. Some of the most exciting learning tools of the future will be the Vision to Vision access for Wellpinit students. Distance delivered courses will be available in a live matrix format for any student wishing to secure advanced curriculum. Our Vocational Education courses will be increased and tied to larger programs. Wellpinit is presently involved in approximately four large school vocational skills consortiums.

STUDENT CTBS AND PERFORMANCE:

Wellpinit students continue to improve in most core areas. A school district CTBS composite was mailed to each parent this past summer, and an overall chart of the scores is attached. Math again appears to be the strongest improvement program in the school. The highest classroom CTBS battery was Mr. Schluter's fifth grade students at 71%. Please note the composite scores attached.

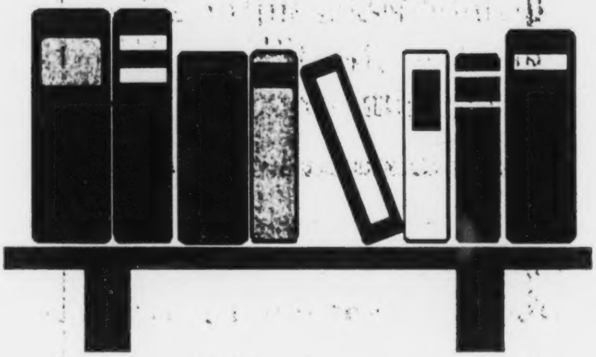


ATTENDANCE AND DROP OUT RATE:

The dropout rate for Wellpinit students in grades K-9 is at absolute zero. The drop out percentage in the tenth through twelfth grades is at 1%. The overall daily attendance rate for grades K-8 is at approximately 95% and in grades 9-12 at 90%.

In summary, Wellpinit is moving forward. Our problems are those that one could expect during a changing atmosphere. We ask that our students respect themselves, others, their teachers, and their school. We have asked teachers to provide high standards for students and to this end homework is absolutely necessary. Most of our students are meeting that challenge of diligence and hard work. Our students' success will come from our

teachers, and their school. We have asked teachers to provide high standards for students and to this end



sustained effort and commitment to provide the very best possible education. With parental and community support, students graduating from Wellpinit will have the educational respect of the world.

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Comprehensive Test of Basic Skills School-wide Average of Spring Results Yearly Comparison

Year	Total Reading	Total Lang.	Total Math	Total Battery	Spelling	Science	Social Studies
1993	34.73	34.41	50.68	38.15	37.78	38.35	41.60
1994	41.27	39.55	55.95	45.38	35.80	45.95	44.09
1995	38.34	39.32	52.80	42.36	41.58	42.90	45.68
1996	39.56	38.82	55.17	46.56	38.21	46.75	43.50
1997	42.39	42.29	58.44	48.03	39.54	44.98	44.51

The Wellpinit School District operates under a Title I School-wide Project. This means that all of the programs within the school are all working toward overall school improvement.

Sources of Grant Funding:

Title I- (Formerly Chapter I)
Title IV- Safe and Drug Free Schools
Title VI- Innovative Education Program Strategies
Carl Perkins Vocational and Applied Technology Education
Learning Assistance Program
Highly Capable Students Program
School-to-Work
Goals 2000
Nutrition

Student Learning Improvement Block Grants
Title IX Indian Education
Substance Abuse and Awareness Prevention and Intervention
Enhancement of School Security Programs
Impact Aid
Technology
State Special Education
Various State and Federal Technology Grants

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WELLPINIT STRATEGIC PLAN
1996-97

WELLPINIT MISSION STATEMENT

The mission of the Wellpinit School District is to provide each student with an equal opportunity to receive a quality education that enables them to challenge and achieve at their full potential in a culturally diverse and changing society.

OBJECTIVES AND GOALS

Objective One:	We will provide the means that will enable each student to challenge and fulfill their educational and life goals.
Objective Two:	We will do what is absolutely necessary to ensure that each Wellpinit student is provided a safe educational environment.
Objective Three:	We will provide the educational opportunity and background for Wellpinit students to develop life and occupational goals that prepare them for future occupational choices, post secondary alternatives, and their individual intellectual aspirations.
Objective Four:	We will provide students an exemplary model of public and personal relationships between staff members, students, parents, community, and the entities of the Spokane Tribe of Indians.
Objective Five:	We will continue to grow in the areas of educational technology, exemplary curriculum, extracurricular activities, staff and student leadership training and take the role as a national leader in quality education.
Objective Six:	We will perpetuate the ideal of an appreciation and tolerance for diverse cultural ideas and values.
Objective Seven:	We will build upon and progress upon a foundation of mutual respect, collaboration, cooperation, and communication.
Objective Eight:	We will encourage each student to take educational risks and build upon a foundation of competency and learned skills.
Objective Nine:	We will teach that taking individual responsibility is a life long process and that individual responsibility is necessary for a free and democratic way of life.
Objective Ten:	We will provide students the instruction to care for and contribute to the greater global community.

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WELLPINIT VISION STATEMENT:

The Wellpinit School District is committed to creating a school environment in which students are at the very core of all that we do.

We see:

1. **That all students have the capacity to be successful.**
2. **That student educational success and leadership are our highest priority.**
3. **That the success of our students depends upon the school, the parents, and the community working together.**
4. **That the school, parents, and the community have the responsibility to provide for our students in recognizing that they are accountable and represent future leadership for the world.**
5. **The students from Wellpinit will be provided the most exemplary educational atmosphere which will enable them to exceed above the highest world standards.**

WELLPINIT BELIEF STATEMENT:

The Wellpinit School District believes that our student's success depends on our support of their hopes and aspirations for the future, and

We believe:

1. **That every student has a right to feel safe,**
2. **That all students want to learn,**
3. **That, given the opportunity and support, each student will develop their character to the maximum potential,**
4. **That a student's family, home, school, and community share in the responsibility for each student's knowledge and education,**
5. **That success helps to build self esteem and students who have high self esteem are better learners,**
6. **That all Wellpinit students will rise to the expectations that are placed upon them,**
7. **That all Wellpinit students will be given educational choices and opportunities for success in a technological and informational world,**
8. **That all Wellpinit students recognize that they are citizens of a productive and democratic society,**
9. **That each Wellpinit student must take individual responsibility for their decisions,**
10. **That each Wellpinit student will grow to become an educated adult, a moral and ethical person, an independent thinker and decision maker, and a responsible citizen who respects and upholds the concepts of our national heritage and**

WELLPINIT

SCHOOL DISTRICT #49

SPOKANE INDIAN RESERVATION
P. O. BOX 390 / 6270 FORD WELLPINIT ROAD
WELLPINIT WASHINGTON 99040
509.258.4535

FIVE YEAR TECHNOLOGY PLAN

1997-2002

WELLPINIT
SCHOOL DISTRICT #49
SPOKANE INDIAN RESERVATION
P. O. BOX 390 / 6270 FORD WELLPINIT ROAD
WELLPINIT WASHINGTON 99040
509.258.4535

TECHNOLOGY PLAN
SPOKANE INDIAN RESERVATION
P. O. BOX 390 / 6270 FORD WELLPINIT ROAD
1997-2002
WELLPINIT WASHINGTON 99040
509.258.4535

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A2 A History of Technology at the Wellpinit School District #49
And a Time Line of Future Developments

A3 Wellpinit Technology Today - A snapshot of where we stand today

1. AN OVERVIEW of TECHNOLOGY at WELLPINIT

It is the position of the Wellpinit School District that through the use of computerized learning technology and innovative teaching methods with an integrated Learning System program, our students will improve their learnings in essential academic subjects. This will result in elevated student academic achievement, higher self certainty, increased school attendance, and greater knowledge base thereby enabling Wellpinit students to access post secondary career choices with confidence.

The Wellpinit School District has established a high curriculum expectancy for its students. Through computerized technology, our students will improve their advanced learning in all core area subjects, allowing them to continue their education through any post-secondary institution with the educational and technology skills necessary for success.

The Wellpinit School District provides a learning process with technology that allows measurable mastery of learned material. Mastery takes place prior to the student proceeding to the next level or next learnable concept. Students access content-based material via classroom teacher direction. Students are also given reinforcement by use of a network curriculum for all core area subjects at any grade level using computerized programs. Teachers and support staff receive in-service training in all phases for this child-centered instruction. Enrichment as well as remediation programs are both used simultaneously, thereby doubling the enhancement of student learning.

The program consists of a comprehensive computerized learning system. The integrated computerized curriculum allows students from both elementary and secondary grades to access individualized instructional program for any core subject; Math, Language Arts, Geography, Science, Reading, Life Skills, Word Processing, GED, Life Skills, Computer-Programming, and Social Studies.

The District will expand the educational resources available to students by means of leading edge technologies. Strong emphasis will be given to Internet access and a development of video conferencing and learning, and all facets of contemporary messaging resources.

Students are given access to technologies that play an important part in the workplace and home environment of today and tomorrow. These include the access and competency in using the Internet, E-mail, a familiarity with graphic, audio, and video files, and experience in coping with the vagaries of software, networks and printing problems.

The overall evaluation of this plan will be based on the progress of the students tracked through comparison of previous test scores, and current scores from national competency tests given twice a year. In addition to academic achievement, the self-esteem and self-confidence of the students will be evident in their behavior, attendance and overall attitude toward school. This will be documented by school counselors for review and analysis. The decline in the drop-out rate will be a major factor in this evaluation.

And finally, since technology changes so quickly, it is a part of this plan that it will be reviewed and revised at least once a year, in order to update our goals, our ways of reaching our goals, and the list of essential skills.

2A THE WELLPINIT MISSION STATEMENT

The following is the Wellpinit School District Mission Statement:

> *The mission of the Wellpinit School District is to provide each student with an equal opportunity to receive a quality education that enables them to challenge and achieve at their full potential in a culturally diverse and changing society*

2B THE WELLPINIT TECHNOLOGY VISION STATEMENT

The Wellpinit Technology Vision Statement is part of the Wellpinit District Mission Statement:

> *The Wellpinit Community believes technology, a basic tool in many life and career experiences, is a key to life-long learning.*
>
> *Students will use computers and other technology*
> - *to access learning resources*
> - *to retrieve and send information through local and global communication systems*
> - *to solve problems*
> - *to present ideas and information*
>
> *Proficient use and knowledge of technology is essential for students to make the transition from the educational environment to a competitive world; and increases their ability to function in and contribute to a technology-rich society.*
>
> *Technology has a tremendous impact on our lives, making computer competence an essential skill for all students. Schools need to prepare students for their future roles as productive citizens. The success of our students in these roles depends on their knowledge and skills in the use of technology.*

3. LEARNING GOALS

Student learnings can be looked at from a macro level, seeing the big picture, or from a micro level, seeing the actual details. In this section we look at the Technology Learning Goals from several points of view:

3.1 - Student Roles in Technology
3.2 - The Framework for Implementation
3.3 - The Essential Learnings in Technology
3.4 - Expected Student Learning Outcomes

3.1 STUDENT ROLES IN TECHNOLOGY

Effective use of technology will require students to develop new roles in learning, living, and working. The following essential learnings have been woven into the Wellpinit Technology Plan Program as they develop Washington State Essential Academic Learning Requirements, performance standards, and assessments to measure what students know and are able to do in all academic areas.

1. The student as information navigator.
The student recognizes and values the breadth of information sources, browses those sources, differentiates and selectively choose sources, and retrieves appropriate information/data using all forms of media, technology and telecommunications.

2. The student as critical thinker and analyzer using technology and telecommunications.
The student reviews data from a variety of sources, analyzing, synthesizing and evaluating data to transform it into useful information and knowledge to solve problems.

3. The student as creator of knowledge using technology and telecommunications.
The student constructs new meaning and knowledge by combining and synthesizing different types of information through technology, telecommunications and computer modeling/simulations.

4. The student as effective communicator through a variety of appropriate technologies/media.
The student creates, produces and presents ideas and unique representations of thoughts through a variety of media by analyzing the task before him/her, the technologies available, and appropriately selecting and using the most effective tool(s)/media for the purpose and audience.

5. The student as a discriminating selector of appropriate technology for specific purposes.
The student discriminates among a variety of technologies and media to extend and expand his/her capabilities, using technology to enhance and reinforce curricula learned material.

6. The student as technician.
The student develops sufficient technical skills to successfully install, set-up and use the technology and telecommunications tools in their daily life, work situations and learning environments, including computer use, Internet use, and E-mail.

7. The student as a responsible citizen, worker, learner, community member and family member in a technological age.
The student understands the ethical, cultural, environmental and societal implications of technology and telecommunications, and develops a sense of stewardship and individual responsibility regarding his/her use of technology and telecommunications networks.

8. Greater communities as part of the student.
Though the student will become a full and free citizen, he or she is still part of many larger communities who share responsibility for his education and development. The District will maintain multiple levels of communication with family, community, culture and other educational institutions.

3.2 THE FRAMEWORK OF IMPLEMENTATION

With the larger vision established, it is incumbent upon the policy makers in government, education, business, labor and community to work together to enable each learner in the Wellpinit school system to succeed at their levels. This translates into a need for system change through:

Leadership

"Leadership is having the imagination to see the possibilities, the intelligence to create the vision and the courage to make it happen."

Goal # 1 Generate public consensus is that technology and telecommunications are critical components of a sound K-12 education.
Goal # 2 All education reform and restructuring initiatives include the use of technology and telecommunications in learning.
Goal # 3 State policy-makers and all stakeholders commit to appropriate and necessary long-term support and funding of the recommendations in this plan, holding the educational community accountable for continuous improvement in learning.
Goal # 4 Constitutional and statutory rules and regulations enable and empower schools to integrate technology and telecommunications into the learning process.

Resources

"This framework requires the human resources, information, physical infrastructure, tools and support systems necessary to establish a new culture of learning through technology."

Goal # 5 All K-12 learners have equitable, universal access to technology tools and telecommunications/Internet services to help them to reach the state learning goals, and to make them capable of life-long learning.
Goal # 6 A telecommunications infrastructure is designed and deployed to provide the community with civic, social and educational access to resources/services.
Goal # 7 An educational funding system from the state assures basic technology and telecommunications access for equity of educational opportunity for all K-12 learners in the Wellpinit School District.

Implementation

"Taking full advantage of the learning possibilities technology and telecommunications bring to education requires a systems approach which encourages and supports individuals, institutions, and communities."

Goal # 8 The Wellpinit School District has implemented a technology plan, tying technology to improving student learning and supporting assessment as required in the state's Essential Academic Learning Requirements and the Wellpinit District's program.
Goal # 9 All school staff are knowledgeable about, competent in, and committed to using technology and telecommunications to enhance learning.
Goal # 10 Supportive school structures encourage learners and educators to use technology and telecommunications to enhance the learning process by providing leadership in planning, timely training and technical support, and continuous support for new models to integrate technology.

3.3 THE ESSENTIAL LEARNINGS IN TECHNOLOGY

TECHNOLOGY OUTCOME STATEMENT

Students will select appropriate equipment and tools, including computers and other technologies; initiate proper procedures for the appropriate set-up, operation, and maintenance of the equipment; and apply technology to specific tasks.

Attributes:

1. Students will use tools and equipment and adapt to emerging technologies.
2. Students will demonstrate the proper operation and maintenance of the applied technology.
3. Students will integrate various technologies to solve problems and complete tasks.

TECHNOLOGY CORE ESSENTIAL LEARNINGS

Access and analyze

Students access and analyze information using technology.

Create and Communicate information and/or knowledge

Students create and communicate information and/or knowledge using a wide variety of technology.

Responsible Users

Students are responsible users of technology.

Technology - K-12 Access & Analyze Rubric

Core Essential Learning: Students access and analyze information using technology.			
Attributes	Emerging	Competent	Exemplary
Students will navigate through information from technological sources.	Student selectively chooses from limited sources retrieving pertinent information using limited media.	Student selectively chooses from a variety of sources retrieving pertinent information using most forms of media.	Student differentiates and selectively chooses from a variety of sources retrieving pertinent information using all forms of media.
Students will develop critical thinking and analyzing skills using technology.	Student reviews data from some sources, analyzes, and evaluates data.	Student reviews data from many sources, analyzes, and evaluates data transforming it into useful information to solve problems.	Student reviews data from wide variety of sources, analyzes, synthesizes and evaluates data transforming it into useful information to solve problems.

Technology - Access & Analyze Framework

Access & Analyze:			
Primary (K-3)	**Intermediate (4-6)**	**Junior High (7-9)**	**Senior High (10-12)**
.Student will access technology resources to meet academic and personal interests and needs. .Student will explore information from: -CD-ROM -Laserdisc -networks -archived information -library resources -databases -spreadsheets -simulations .Student will select and evaluate information and ideas from technology. .Student will choose relevant information from: -CD-ROM -Laserdisc -networks -archived information -library resources -databases -spreadsheets -simulations	.Student will access technology resources to meet academic and personal interests and needs. .Student will explore, find, and retrieve information from: -CD-ROM -Laserdisc -networks -archived information -library resources -databases -spreadsheets -simulations .Student will select and evaluate information and ideas from technology. .Student will choose relevant information and gain insights from: -CD-ROM -Laserdisc -networks -archived information -library resources -databases -spreadsheets -simulations	.Student will access technology resources and databases across the curriculum to meet the requirements of resource-based instruction and personal interests and needs. .Student will: -Use library databases on and off site. -Conduct information searches using logic-based search strategies. -Access information through telecommunications. .Student will retrieve data from a variety of sources in order to: -Analyze, evaluate, and edit retrieved data. -Convert analyzed data into appropriate format for personal or project use. -Use analyzed data to help solve problems..	.Student will access appropriate technology to retrieve information for problems solving, expressing ideas, implementing decisions, and completing tasks. .Student will: -Be proficient in use of library databases (on and off site). -Conduct efficient, sophisticated information searches using logic-based search strategies. -Access information through telecommunications. .Student will retrieve data from an unlimited variety of sources in order to: -Analyze, evaluate, and edit retrieved data. -Convert analyzed data into appropriate format for personal or project use. -Use analyzed data to help solve problems.

Technology - K-12
Create & Communicate Information and/or Knowledge Rubric

Core Essential Learning:
Students create and communicate information and / or knowledge using a wide variety of technology.

Attributes	Emerging	Competent	Exemplary
The student as creator of knowledge using technology and telecommunications.	Student constructs meaning and knowledge by combining different types of information utilizing technologies.	Student Constructs new meaning and knowledge by combining different types of information utilizing several technologies.	Student constructs new meaning and knowledge by synthesizing different types of information while creatively utilizing several technologies.
The student as effective communicator through a variety of appropriate technologies/media.	Student creates, produces and presents ideas through unique representations of thoughts using a few technologies/media.	Student creates, produces; communicates and presents ideas through unique representations of thoughts using several technologies and media.	Student creates, produces, communicates and presents ideas through unique representations of thoughts using a combination of several technologies and media.

Technology -
Create & Communicate Information and/or Knowledge Framework

Create & Communicate Information and/or Knowledge:			
Primary (K-3)	**Intermediate (4-6)**	**Junior High (7-9)**	**Senior High (10-12)**
.Student will use technology that enables creative endeavors using text, visuals and sound. .Student will explore and create with: -wordprocessors -databases -spreadsheets -graphics -hypermedia -presentations -audio/video -input devices -telecommunications .Student will access, revise, edit, save, and present information and ideas using: -wordprocessors -input devices/keyboards (using correct hand positions) -databases -spreadsheets -graphics -hypermedia -telecommunication skills	.Student will use technology that enables creative endeavors using text, visuals and sound. .Student will create original products using a combination of: -wordprocessors -databases -spreadsheets -desktop publishing -graphics -hypermedia -presentations -audio/video -input devices -telecommunications .Student will access, revise, edit, save, and effectively communicate by presenting information and ideas using a combination of: -wordprocessors -input devices/keyboards (using correct hand position and keying faster than handwriting speed) -databases -spreadsheets -desktop publishing -graphics -hypermedia -presentations -audio/video -telecommunication skills	.Student will process collected data and ideas to discover new connections and reach original conclusions using: -At least two applications to produce individual and/or group projects. -And demonstrating application of interactive and integrated media. .Student will select appropriate technology/media to create and present information in a unique or original way by: -Using one or more applications to produce projects for presentation. -Utilizing integrated media to inform an audience. -Creating and sending information through telecommunications. (Note: Presentations should be done according to the teacher's guidelines or in a format suitable for the student's chosen career path. All students will key at a minimum of 25 wpm.)	.Student will create and design projects by applying appropriate technology and telecommunications using: -Multiple applications to produce individual and/or group projects. -And demonstrating application of interactive and integrated media. .Student will select appropriate technology/media to develop, present, and communicate ideas in a unique or original way by: -Using multiple applications to produce projects for presentation. -Utilizing integrated media to inform, entertain, and persuade an audience. -Creating and sending information through telecommunications. (Note: Presentations should be done in a format suitable for the student's chosen career path or for personal use.)

Technology - K-12 Responsible Users Rubric

Core Essential Learning:
Students are responsible users of technology

Attributes	Emerging	Competent	Exemplary
The student as a discriminating selector of appropriate technology for specific purposes.	Student correctly identifies and utilizes a specific technology to complete a task.	Student correctly identifies and utilizes specific technologies to efficiently complete tasks.	From a variety of known technologies, the student chooses the most efficient technology to complete complex tasks.
The Student as technician.	Student uses technical skill to install, use and maintain a technical resource.	Student uses technical skill to install, use and maintain several technical resources.	Student uses technical skill to install, use and maintain all available technical resources.
The Student as a responsible citizen, worker, learner, community member and family member in a technological age.	Student analyzes and communicates a few effects of technology and telecommunication on society.	Student analyzes and communicates several effects of technology and telecommunications and its implications on society.	Student analyzes, synthesizes and communicates many effects of technology and telecommunications and its implications on society.

Technology
Responsible Users Framework

Responsible Users:			
Primary (K-3)	**Intermediate (4-6)**	**Junior High (7-9)**	**Senior High (10-12)**
.Student will select and apply appropriate technologies to best accomplish tasks, choosing from: -wordprocessors -input devices -databases -spreadsheets -graphics -hypermedia -telecommunications .Student will learn appropriate use and care of equipment including: -Proper use of a computing machine. -Proper use of software. -Proper use of audiovisual equipment. .Student will: -Work in partnership with businesses and/or the community by: -Developing career awareness. -Developing awareness of technology in the community and in business. -Demonstrate ethical use of technology to students and adults by being aware of copyright law and using technology responsibly.	.Student will select and apply the best combination of tools to best accomplish tasks, choosing from: -wordprocessors -input devices -publishing software -databases -spreadsheets -graphics -hypermedia -presentations -audio/video -telecommunications .Student will learn appropriate use and care of equipment including: -Set up and care for computing machines. -Set up and care for audiovisual equipment. -Installation of software. .Student will work in partnership with businesses and/or the community by: -Job shadowing. -Expanding career awareness. -Understanding the use of technology in the community and in business. -Demonstrate ethical use of technology to students and adults by understanding copyright law and its implications and using technology responsibly.	.Student will select, apply, and evaluate appropriate technologies to expand or extend capabilities to: -Identify, organize, and plan. -Selectively acquire information and other resources efficiently and effectively. -Participate in curriculum-based projects in a variety of content areas. .Student will learn appropriate use and care of hardware and software including: -Set up and care for basic computing machines. -Set up and care for audiovisual equipment. -Installation of software. -Connection of appropriate technological components to create configurations for task completion. .Student will recognize: -The Ethical and societal implications of technology and telecommunications. -Individual responsibility regarding its use. -Basic copyright regulations and The **legal implications and ramifications of copyright violations.**	.Student will discriminate among technologies and media to: -Identify, organize, and plan. -Use time, money, materials, and space. -Selectively acquire information and other resources efficiently and effectively. **.Student will:** **-Select appropriate equipment and tools, including computers, and other technologies.** **-Initiate proper procedures for setup, operation, and maintenance of hardware and software.** .Student will: -Understand the ethical, cultural, environmental and societal implications of technology and telecommunications. -Develop a sense of stewardship and individual responsibility regarding his/her use of technology and telecommunications. -Understand basic copyright regulations and the legal implications and ramifications of copyright violations.

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3.4 THE EXPECTED STUDENT LEARNING OUTCOMES

With our goals defined, and the framework established, we need to define the steps that need to be taken at the present time. Technology is a field of furious change. We recognize that what seems necessary today may seem outmoded in a few years. We recognize that new technologies may establish themselves suddenly and unexpectedly. We see the following steps as necessary ones for both students and staff.

These are skills directly related to using a computer on a network - they do NOT address the issue of in what projects these skills are to be used .

We divide the skills necessary to use a computer effectively today into:

3.3.1	Skills for Starting Out	Essential Learning for Grade 4
3.3.2	Skills for Attaining Control	Essential Learning for Grade 9
3.3.3	Skills for Specialized Mastery	Ancillary Learnings
3.3.4	Skills for Teachers	

Since a teacher should be comfortable with the skills they are expected to teach, a teacher should attain mastery of skills A, B and D. A teacher should know the Skills for Attaining Mastery [C] only if they have a personal interest in developing their skills, or if they are teaching these subject themselves.

3.4.1 Learning Outcomes for Grade 4 - "Student Skills for Starting Out"

- Know how to use a keyboard to type in words and answer questions.
- Know how to use the mouse - clicking and double-clicking
- Know the basics of Windows95
- Know how to use the older Wellpinit Menu System
- Know the right way to turn on the computer
- Know the right way to Shut Down a computer
- Know what to do if a computer freezes
- Know the basic care of using the headphones
- Elementary computer care for students
- Know how to opening and close specific programs
- Know how to surf the Internet
- Know how to set a bookmark on the Internet for a site you like
- Know how to use the appropriate network password for their classroom

3.4.2 Learning Outcomes for Grade 9 - "Students Skills for Attaining Control"

- Demonstrate adequate Keyboarding skills.
- Understand the difference between a floppy drive, a local drive and network drive
- Know how to type a document and saving it on the local machine and on the network drive
- Know how to find your document the next time you turn on the computer.
- Know how to editing a document in a word processor
- Know how to use a spelling checker
- Know how to use program toolbars
- Know how to navigate a document - and the common shortcuts
- Know how to cut-and-paste - with a mouse, with a keyboard and using the common shortcuts [Ctrl-X, Ctrl-C, Ctrl-V]
- Know how to rename a file
- Know how to delete a file

- Know how to copy a file from the computer to a floppy disk.
- Have a basic knowledge of floppy disk - formatting, cleaning, the dangers of.
- Know about the full names of files - Drive-Directory-Name
- Know how to search for information on the Internet.
- Know how to care for a computer.
- Know how to use E-Mail, and how to send a letter anywhere in the world.
- Have an understanding of Internet and E-mail conventions - know proper Netiquette
- Understand the importance of passwords
- Know how to print to different printer
- Know the basics of using a spreadsheet - basic formatting and simple formulas using SUM, COUNT and AVERAGE.

3.4.3 Ancillary Skills - "Student Skills for Specialized Mastery"

- Know how to fix computers
- Know how to program in a computer language
- Know how to use Adobe PhotoShop
- Know how to use Adobe PageMaker
- Be familiar with different word processing file formats, and how to deal with them.
- Know how to use tables and graphics and color in word processing
- Know how to use and edit graphics, audio and video files
- Be familiar with the various graphic and audio file formats
- Know how to write to HTML - the markup language of the Internet
- Know some basic networking skills.

3.4.4 Teacher Skills

- Know what programs are available at Wellpinit
- Know how to get these programs running in your classroom
- Know how to deal with common printing problems using PCONSOLE or Windows95
- Know how to delete files from your print queue
- Understand basic troubleshooting for the classroom computers
- Have a knowledge of Windows95, our standard Operating System
- Know how to use boot disks to run the old Wellpinit Menu on a Windows95 computer
- Know the difference between a student login and a teacher login?
- Know how to help student deal with password problems
- Know how to use the electronic card catalog available in each classroom
- Know how to read you E-mail consistently
- Know how to enter attendance or grades using the computers.
- Become familiar with different word processing file formats, and how to deal with them.
- Teach students how they can change the settings in the program that concern them

4. TECHNOLOGY PLAN IMPLEMENTATION

4.1 Desired Educational Technology Resources

In the coming years, we envision the following technology services taking place at the school:

- provide the technology skills to keep Wellpinit students in the forefront of technology
- provide Internet access on all computers at a speed adequate for real-time use
- pursue long-distance learning so Wellpinit students can access educational\resources and classes both state-wide and world-wide
- provide multiple communication channels to parents, to student, and to the outside world.

We want to accomplish this in a cost-efficient manner, using technology integration wherever possible.

4.2 Desired Technologies to Implement our Goals

In order to implement these goals, we will need to acquire the necessary technology. Since technology changes at a furious pace, it would be unwise to pretend that we can specify exactly what we will need in the accomplish the preceding goals. What follows we examine the necessary technologies we anticipate, in both general and specific terms. It seems clear that we will need the following:

In general terms we need to

1. provide/teach/learn and train software that keeps them on the leading edge of technology
2. to provide, upgrade and maintain computers and other technologies so as to accomplish the preceding goals
3. provide the necessary network hardware infrastructure
4. provide the necessary network software infrastructure
5. provide the necessary Internet access.
6. facilities to enable video conferencing - the core technology of long-distance learning.
7. provide a video editing room
8. provide the necessary telecommunication infrastructure

Let us look at each initiative in detail:

4.2.1 Provide leading-edge software

In general terms we need software that keeps them on the leading edge of technology. This is impossible to anticipate with any specificity, because different technologies mature at different times and a different rates of speed. In 1992 no one predicted that by 1997 the Internet would be an essential part of every school system. So specifically we need to

- constantly review the latest technology
- provide ongoing funding
- evaluate our software usage
- monitor and investigate possibly desirable software programs

4.2.2 Provide, upgrade and maintain computers

Without an ongoing program of maintenance and upkeep, Technology Program at Wellpinit will come to a slow halt. We anticipate that we will need to:

- maintain a full-time, on site network /technology manager
- provide a workroom to fix computers

- maintain parts sufficient to keep most computers going

4.2.3 Provide the necessary network hardware infrastructure

A network is the most efficient distribution and communication system for data, communication, Internet and at times, voice and data services. We will need to

- switch from our current 10Base2 to full 10BaseT cabling and hubs
- upgrade or cabling as necessary
- enable the wiring closet
- provide a strong network backbone of fiber optic 100BaseT Ethernet to handle both Internet traffic and anticipated video and multi-media needs
- provide a video cabling network throughout the school for TV signals
- provide switches, hubs as needed
- provide one new server next year to deal with ever increasing network demand with the storage space necessary to keep pace with ever increasing hard-drive space requirements.
- if the past be any guide, another new server in three years

4.2.4 Provide the necessary network software infrastructure

A commitment to Technology leadership, is a commitment to upgrading our software infrastructure as significant features have been added. We anticipate that we will need

- install an upgraded 250 user for the NOS (Network Operating System) needed to handles contemporary Internet and Communication - Novell IntranetWare and GroupWise
- probably one or two more server and NOS within the next five years (as that seems to be the pattern based on nearly a decade of network usage by the Wellpinit School District)

4.2.5 Provide fast real-time Internet access.

The Internet is arguably the greatest educational resource developed in the last quarter century. To use it to its full potential, it is important to obtain fast access throughout the school. We accomplish this by providing:

- fast multi-media computers at the student stations with headphones
- a fast school-wide network wiring backbone
- a fast Internet bandwidth without restricting bottlenecks - that is to upgrade our current 56 kbps line to half of a T1 line
- consider a change in our Internet provider so as to bypass current bottlenecks as much as possible. The State K20 proposal claims it will eventually enable this. In the near term, we want to look at other options.

4.2.6 Provide facilities to enable video conferencing

Traditionally small rural school worked under several handicaps. Because of their small size, they could not hire enough teachers to cover the full range of interests by their upper-class students. Because of their remote location, they could not provide alternatives to alleviate the problem, such as partnerships with other educational institutions. Video conferencing, while still a developing technology, an overcome both of these limitations, enabling specialize classes to take place among consortium of small or rural schools. To provide multi-point video conferencing, we will need:

- a video conferencing room
- the necessary video conferencing hardware
- televisions, cameras, microphones, furniture as deemed necessary
- the necessary telecommunication bandwidth - one-quarter of a T1 line or more.

4.2.7 Provide a video editing room

As an integral part of video conferencing, we envision an in-school video editing room. This would be (a) an ancillary part of providing content in video conferencing, (b) a leading-edge technology in which Wellpinit students can acquire valuable skills and (c) one more skill which can interest and hold a certain percentage of less-motivated students. We will need:

- a camera (a camcorder will be ok to start)
- several microphones as camcorder sound is not good enough
- sound mixer relays sound to camcorder
- headphones to monitor sound
- a video editor (no need to jump into digital immediately)

4.2.8 Provide the necessary telecommunication access

While new channels of communications have been established in the last decade, these need to be managed so that communication does not slip between the cracks. In this area, we need:

- establish a working voice mail system that has the following features
  - easy access to the mailboxes by people calling in
  - easy access by staff to check mailboxes
  - easy way to know if you have messages
  - easy way to transfer messages
- look into unified messaging (like CallWare) that manage both voice and Email
- use digital phone lines as a conduit for mobile video conferencing

4.3 Level of Connectivity

In order to accomplish our goals, we will need an infrastructure of data and voice cabling.

4.3.1 Number of Data Connections

- a hub in each or 16 classroom to support at least six computers
- 4 labs of twelve or more computers each - Library, Business Ed, Computer Annex and Technology
- multi-media - multiple headphones and set of speaker for each classroom

4.3.2 Network cabling

- bring all of school to 10BaseT category 5 cabling
- create a backbone of fiber optic cabling
- run a backbone on 100BaseT or even Gigabit Ethernet if necessary
- install network switches as deemed necessary
- use a wiring closet in the network room to manage all the connections

4.3.3 Video cabling

- fiber-optic to enable vide transmission from lab to T1 line
- need of 384Kbps to enable satisfactory video conferencing
- also run televison coax cabling to each classroom centered in the network room

4.3.4 Internet needs

- at least one-half of a T-1 line for bandwidth necessary to maintain a genuine real-time educational presence on the Internet

4.3.5 Telephony needs

- leverage the bandwidth of a T1 line, using 6 lines for telephone communication
- have a phone in each of 20 classrooms
- maintain several independent lines in case the Internet connection fails
- implement a digital school-wide PBX to provide enhanced communication between staff and parent
- enable mobile video learning centers throughout the school using telephony cabling

  to allow for the future integration of all sources of communications - E-mail, voice and others

5. STAFF DEVELOPMENT IN TECHNOLOGY

A computer without the expertise to use it effectively is only a large and expensive paperweight. And computer skills are not usually easy to acquire. The Wellpinit School District will implement an ongoing program of staff development in technology.

Technology is at once complex and in a state constant change. Without an ongoing program of training and education, the project of keeping the Wellpinit School District in the forefront of technology education will be doomed to failure. With this in mind, the District plans to -

- provide time for annual training of teachers - done by Media Specialist and Technology Staff
- create a list of essential skills for teachers and for students
- call in trainers on technology and technological computer programs as necessary
- provide opportunities for further training by staff
- provide portable lap-tops for all staff members

For students, the training is more pervasive:

- the Wellpinit Educational Plan mandates a minimal amount of time on computer for each student
- students will be held accountable for the essential skills
- computers will be integrated into every facet of their education
- classes provided on specialized skills like keyboarding, spreadsheets, Web Pages and presentation programs
- a program of student aides will be implemented

Short Term Staff Development

- We expect teachers to acquire the essential learnings specified under 4C - A, B, and D.
- In order to accomplish this, we will devote one full-time person to be the Computer Specialist working primarily with the computers and the staff.
- We will implement an ongoing program of staff training coordinated by the Librarian/Media Specialist.

Longer Term Staff Development

- Implement a better attendance/tardy module
- Set up training Web pages on our internal Intranet
- Set up Program Guides for each program we use
- Call in specialized trainers as needed

6. INSTRUCTIONAL NETWORK PLAN - 1997 to 2002

We recognize the need to align ourselves towards the Washington State K20 program. Because of our long-term commitment to technology, we are well on our way towards compliance.

We are prepared for this in many ways, but in order to prepare for video, we will need to make certain evolutionary upgrades to our network, being sure we are in alignment with the latest standards from the State of Washington. The following is a five-year plan for developing our instructional network.

Within one year	upgrade to a faster server and move to NetWare 4.11 upgrade to Novell's GroupWise and Internet Server start the move to category 5 TP wiring system start the move to a fiber-optic backbone on our system upgrade to a digital telephone system
Within three years	upgrade ALL student computers to Windows95 or better all computers are multi-media all computers can access the Internet in a timely manner complete the move to category 5 TP wiring system complete the move to a fiber-optic backbone on our system build a video conferencing room for remote learning develop a video classroom so students can have hands-on experience in video, graphics and sound. continue to add network resources available in all classrooms - site licenses for encyclopedias, journal sources, and networked CDs complete task of putting training materials for staff on our Intranet consider the move to a SWITCHED network (if necessary) consider the move to a MANAGED (SMNP) network (if necessary) have in place an Internet connection that is fast enough for our needs
Within five years	have one state-of-the art computer lab, where a teacher can monitor all 20 student stations from a single station invest in laptops so staff and students can take educational technological resources home with them and extend the learning day. have a network with zero down time create a video studio for video conferencing and off-site learning create a multi-media lab capable of recording and editing video and audio

7. ASSESSMENT WITH EVALUATION

No plan is complete without recognizing the need for assessment of whether the stated goals are being met. Due to the structure of our plan, we see the need for assessment and evaluation on three separate levels:

7.1	Assessment of Students
7.2	Assessment of Teachers
7.3	Assessment of the District as a Whole

7.1 The Assessment and Evaluation of Students

The assessment of students is primarily the responsibility of the individual teachers according to district goals and state mandates. It will be their responsibility the students acquire the basic technology skills as defined and updated by the District.

7.2 The Assessment and Evaluation of Teachers

Each teacher will be assessed to be sure they have a grasp of essential learnings as described under Section 4C of this document. Training and support will be given as necessary and appropriate.

7.3 The Assessment and Evaluation of the District as a Whole

The District, in consultation with Staff, will determine annual needs and the immediate direction of the District with respect to Technology. The School Board will review and update the Technology Plan and its implementation at least once a year.

8. TIME LINE and COST ESTIMATES - 1997 to 2002

The following is an overall time-line for projects to be accomplished in the next five years.

Goal	Time	Cost	Notes
→ upgrade the main server and move to NetWare 4.11	within 1 year	$7000	price depends on NetWare offer
→ upgrade to Novell's GroupWise and Internet Server	within 1 year	$0	GroupWise has been bought. The Internet Server is free.
→ train all staff on Internet use, spreadsheets	within 1 year	$2000	this project will be implemented in house out of network administrator and librarian salaries
→ train new staff on our current system	within 1 year		ditto
→ begin to put training materials for staff on our Intranet	within 1 year	$500	this project will be implemented in house out of network administrator's time and salary.
→ train students to work on Internet Documents and to write presentations for our Hallway Server	within 1 year	$0 extra	class taught by Librarian
→ provide CNN and other contemporary news resources to three locations in the building	within 1 year	$2000	[done as of 10.97]
→ integration of networked ILS with the State of Washington Essential Learning Plan.	within 3 years	$2000	we have the software - a teacher has to take the time to integrate a large amount of material
→ upgrade all computers to Windows95 or better, with multi-media capabilities and Internet ready	within 3 years	$12,000	for 120 new computers
→ all computers can access the Internet in a timely manner	within 1 year	$10,000	using at least ½ of a T1 line. The cost will be at least $1000 per month.
→ build a video conferencing room for remote multi-point video learning	within 3 years	$50,000	$45,000 for the room, as well as 1/4 of a T1 line for 384Kbps bandwidth.
→ develop a video classroom so students can have hands-on experience in video, graphics and sound.	within 3 years	$10,000	for a conventional video editing studio, with ties back to the network and to the video-conferencing
→ upgrade network wiring to TP Category 5, with a fast fiber-optic backbone and switched routers.	within 3 years	$8,000	cost is mostly in switched routers
→ continue to add network resources available in all classrooms - site licenses for encyclopedias, journal sources, and networked CDs	within 3 years	$2,500	now possibilities available each year
→ add a greater network CD tower	within 3 years	$2,000	enables preceding option
→ continue to make resources easier to use for students and staff	within 3 years	$2,500	software to be determined
→ complete task of putting training materials for staff on our Intranet	within 3 years	$1000	this project will be implemented in house out of network administrator's time and salary.
→ copyright the Wellpinit Learning Model	within 3 years	minimal	
→ have one state-of-the art computer annex, where a teacher can monitor all 20 student stations from a single station	5 years	$3,000	Cost estimates is only for lab switching hardware. It does not count the computers

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→ provide a laptop for each teacher	5 years	$25,000	still over ten teachers to go
→ have a network with zero down time	5 years	?	this goal is enabled in many other purchases. To implement a complete standby system would cost $10,000 or so
→ create a video studio for video conferencing and off-site learning	5 years	$50,000	an expensive proposition. Some of costs may be born by the State K20 initiative or the Federal eRate. Cost does not include the cost of T1 line or cost of conference set-up
→ create a multi-media lab capable of recording and editing video and audio	5 years	$10,000	begin with a traditional analog studio. Consider the move to digital as the technology matures

9. BUDGET

A long-term commitment to technological leadership is an expensive commitment. Technological change is so incessant that it is rare if a piece of equipment lasts more than three years. The Wellpinit School District plans to maintain its technology by means of

- continuing to support a full time technology staff member
- a program of training for student aides monitored by the technology staff
- a room dedicated to the troubleshooting and repair of computers
- the necessary funding to supplies so as to facilitate above
- the use of further consultants and technicians where on-site staff cannot

9.1 Maintenance and Upgrade Budget

Computers age rapidly. We recommend the District implement a five year replacement/upgrade cycle for all computer workstations. A workstation replacement cycle is an expensive feature of this plan. It should be done with some thought - providing the most modern equipment wherever it can do the most good. We also realize that an investment in an (expensive) Integrated Learning System, may well necessitate keeping some older computers available.

Based on recent pricing, we estimate $1000 for a new workstation. We estimate $300 for a motherboard/CPU upgrade. If we have 250 or so computers in place, 50 or so might need refurbishing each year. If half are replacements and half are upgrades; this would cost the district $32,500 annually in computers and upgrades.

We have one $400 laser printer per classroom, and with roughly 25 classrooms, this would average out to $200 per year for printers.

9.2 Overall Budget Projections

With the advent of the Federal Telecommunications Act and the e-rate, we will anticipate a discounted rate of approximately 90% for all of our telecommunications costs district wide over the next few years. There are many uncertainties regarding this new law, which is why we find it necessary to list actual costs for these items, even though we expect that we will receive the discounted costs on telecommunications related goods and services purchased after January 1, 1998.

General maintenance for technology equipment will be provided primarily through a full-time network administrator, with help from Student Support Teams and from contracted services when necessary.

9.2.1	**On-going costs**		**SubTotals**
•	full time network administrator	$50,000	
•	annual upgrade costs	$7,500	
•	annual repair costs	$2,500	**$60,000**
9.2.2	**Hardware costs**		
•	25 new computers per year for upgrading	$25,000	
•	5 new computers per year for adding on	$5,000	
•	4 new laptops per year @$2500	$10,000	**$40,000**

9.2.3	**Software costs**			
•	Maintenance and service fee for existing software		$5,000	
•	New CDs and stand-alone software		$2,500	
•	new ILS		$2,500	**$10,000**
9.2.4	**Training costs**			
•	training of new staff	16 hrs x 5	80 hours	(covered)
•	training of regular staff	8 hrs x 20	160 hours	(covered)
•	additional training (est.)		$2,000	**$2,000**
9.2.5	**Maintenance costs**			
•	solving problems for users		200 hours	(covered)
•	miscellaneous service and consultants		**$1,000**	**$1,000**
9.2.6	**Paperwork costs**			
•	internal record keeping		80 hours	(covered)
•	record reporting for State and external sources		20 hours	(covered)
9.2.7	**Network Costs [hopefully helped by eRate]**			
•	annual server costs - 1 new every two years		$5,000	
•	routers, hubs, cabling etc.		$5,000	**$10,000**
9.2.8	**Telecommunication costs**	**[hopefully helped by eRate]**		
•	telephone services for 6 lines		$6,000	
•	Internet Access service		$12,000	
•	replacement of PBX once every 5 years		$5,000 /year	**$23,000**
	TOTAL ESTIMATED ANNUAL COSTS			**$146,000**

10. STRATEGIES FOR FUNDING TECHNOLOGY

Our long-term strategies for technology funding have been molded by our long-term commitment to technology, and by our vision of seeing the importance of technology in the lives of our students.

- Wellpinit will continue to make the major commitment to technology that it has been able to do in the past.
- This is done in part by successful search for federal and state grants and partly by phasing in programs with hardware purchases.
- It is also done by a commitment of funds to technology
- We anticipate that funding will be helped by the Federal E-Rate, and we commit ourselves to a full monitoring and use of such funds as soon as they become available.
- We will seek consortiums with other school districts and institutions for funding sources.
- We will seek partnerships with the private sector wherever possible, though we recognize that we are limited by our geographical location and relative isolation.

11. EVALUATION METHOD FOR THIS PLAN

Evaluation of this plan is an ongoing, continual process. The District and Boards will continue to meet regularly to reassess our progress toward meeting the benchmarks. In addition, the District will reevaluate the validity of the benchmarks as they relate to the current needs of the district. It will continue to be the responsibility of the District, in consultation with the Board, to recommend modifications to the plan.

Success is determined by:

- Improvement of student scores on Washington State Assessments given at the 4th, 7th and 10th grade. This is our primary indicator of improved student learning.
- Meeting and completing the benchmarks outlined in the Essential Learnings
- Achieving funding at the levels indicated above.
- Meeting training goals. Positive evaluations of training from participants.
- Successful implementation of skills curriculum.

On an annual basis, the district will analyze the results of the Washington State assessments given to students school-wide. This provides a more stable result in small district, than the reliance on testing only in grades 4,7, and 10.

The District will specifically analyze student learnings with respect to the Learning Particulars listed in parts 3.3, and in more general term 3.2. of this document.

The committee will conduct an annual survey of staff to determine their level of confidence using technology in the classroom, level of perceived technology integration into the curriculum, training needs, and perceived level of student competency related to the Essential Learning as outlined in this plan.

The District will use the above criteria to determine when and where recommendations for modifications to the plan should be made. A report of progress toward goals and bring recommendations for modifications of the plan to the School Board each spring at a regularly scheduled School Board meeting or work session.

The Wellpinit Technology Plan is viewed as a 'live' document. The District will review the plan at least once a year. It will at that time, review its contents, benchmarks, progress toward goals and overall relevancy given the rapidly changing landscape of the overall picture of technology in education and society.

A1: WELLPINIT TECHNOLOGY ASSESSMENT

The Wellpinit School District 49 consists of one main school building, a K12 site. There is a small ancillary building for Grades 7 and 8. The district currently has one main network which is used by all students, administration and staff.

The Wellpinit District Network

The district currently has three network servers:

Compaq 486/66 with 128MB RAM running NetWare 3.12 used mainly for file and print services

Tandy 486/25 with 16MB RAM running NetWare 2.2 used to run a legacy Jostens Integrated Learning System

Compaq Pentium/120 with 48MB RAM running the district's Internet Home Page

The network is segmented on three network cards in the main server. The 10Base2 cabling runs to 6 10Base2 Repeaters that effectively isolates each room from one another. The average classroom has six computers connected to the network.

The network cabling is 10 Mbps Ethernet. Currently the backbone is mostly 10Base2. By next year we plan to have the backbone running at 100BaseT with the use of some fiber optic.

Server room is currently the hub for all district networks and so uses a combination of fiber and Cat 5 wire. Current wiring is in need of improvement.

We currently run the IPX, TCP/IP and NetBUI protocols.

The District has a 56kbps connection to the WEdNet that is available to all parts of the District network. We have a DigiBoard16 and 4 U.S. Robotics modems used for remote access.

We have a InterTel PBX telephone system. It has 12 PBX phones, and 30 or so simple classroom phones. The voice mail module is unsatisfactory.

Electrical capacity is generally adequate at this time. For the server room we have two separate circuits that are protected by surge suppressing breakers in the panel. We plan to connect two more in the near future.

We are aiming to supply each classrooms with Multi-Media computers - configured with:

- at least 16MB RAM
- at least 420MB hard drive, or much larger
- Windows 95

- capable of sound
- with headphones
- the Internet via Netscape
- E-Mail via MS Mail and its SMTP gateway
- Word, Works or WordPerfect
- Excel for the upper grades
- sometimes PowerPoint

Elementary Wing

Kindergarten has	3 multi-media Pentium 100s	4 DOS PCs on the network.
1st Grade has	4 multi-media Pentium 100s	4 DOS PCs on the network.
2nd Grade has	4 multi-media Pentium 100s	4 DOS PCs on the network.
3rd Grade-A has	3 multi-media Pentium 100s	4 DOS PCs on the network.
3rd Grade-B has	3 multi-media Pentium 100s	4 PCs on the network.
Lower Wing Special Ed has		
3rd Grade-B has	4 multi-media PCs - P133 and 3 486/100s	

Two of the teacher also have a Pentium 133 laptop.

Kindergarten has a three-computer network running the Waterford Reading Program on its own network.

All rooms have a telephone, a copy machine and a laser printer.

The electrical capacity of this wing is adequate.

Middle School Wing

4st Grade-A has	1 multi-media Pentium 100s	6 DOS PCs on the network.
4st Grade_B has	1 multi-media Pentium 100s	6 DOS PCs on the network.
5th Grade has	3 multi-media Pentium 100s	4 DOS PCs on the network.
6st Grade-A has	6 multi-media 486/100s	
6st Grade-B has	6 multi-media Pentium 100s	
7th Grade has	6 multi-media Pentium 166MMX	
8th Grade has	6 multi-media Pentium 166MMX	

Two of the teacher also have a Pentium 133 laptop.

All rooms have a telephone, a copy machine and a laser printer.

The electrical capacity of this wing is adequate.

High School Wing

Science	2 multi-media 486/66	4 DOS PCs on the network.
Math	1 multi-media Pentium 100s	6 DOS PCs on the network.
English	5 multi-media 486/33	
History	6 multi-media Pentium 100s	
Business Ed	13 multi-media 486/100s	
Computer Annex	11 multi-media computers - mostly older 486s the network.	
Home Economics	1 multi-media Pentium 100s	5 DOS PCs on the network.
SpecialEd	2 multi-media Pentium 100s	3 DOS PCs on the network.
Speech	1 multi-media Pentium 133 laptop	
Psychologist	1 multi-media Pentium 133 laptop	

Two of the teacher also have a Pentium 133 laptop.
All rooms have a telephone, a copy machine and a laser printer.
The electrical capacity of this wing is adequate.

School Wide Resources
Library (Media Center)
  3 multi-media AMD6-200MMX computers
  7 multi-media Pentium 166MMX computers
  Automated checkout systems.
  All classrooms can search the on-line catalogs.
  The Media Specialist has a Pentium 133 laptop.
  The rooms have a telephone, a copy machine and a laser printer.
  The electrical capacity of this wing is adequate.
CD-ROM server with 6 slots in which we currently run -
  Encyclopedia Britannica (site licence)
  World Book 4.0 (site licence)
  World Book 3.2 (site licence)
  SIRS (site licence)
  Ebsco Primary Search (site licence)
  Jostens CD
40 AlphaSmart Keyboards
30 BrainChild
30 Lightspan Learning System (using Sony PlayStations)
A Canon 6060 copier for the Staff

Each student from the 4th Grade up has their own e-mail box, subject to appropriate behavior.

Administrative Resources

Superintendent	5 multi-media 486/33
Principal	2 multi-media 486/33

Two of the Administrative Staff have a Pentium 133 laptop.
A Canon 6050 copier
A Lunch program
A networked Panasonic fax machine
The PBX system mentioned above.

A2: A HISTORY OF TECHNOLOGY AT THE WELLPINIT SCHOOL DISTRICT and FUTURE PLANS

The Wellpinit School District has had a long and on-going commitment to technology as an integral part of the K-12 curriculum. Here a some highlights.

1989-90 and 1990-91

- invested in a small classroom "Writing to Read" pullout program
- set up an IBM baseband network - one of the first educational classroom networks in Washington
- invested in the IBM Iclass and EduQuest programs

1991-92

- invested in the Plato ILS, with many programs, 24 workstations, 1 server ($140,000)
- initial purchase of Jostens and Edunetics ILS program
- Novell NetWare 2.12 - 100 users
- training for teachers on Plato

1992-93

- instituted the Wellpinit Plan for the integration of teaching with technology
- extended the network through the building
- Upgraded the Jostens ILS - NetWare 2.11 - 12 users licenses; 12 Tandy workstations
- Novell NetWare 2.2 - 100 users
- continued training for teachers on Jostens

1993-94

- upgraded the Edunetics program - an ILS for Middle and High School science
- invested in the Galaxy program
- extended the network throughout the building - segmenting the thin coaxial cable with routers
- began the use of OSCAR - for computerized grades and records
- bought new 386 and 486 computers

1994-95

- hired a part-time network consultant to manage system
- upgraded server to NetWare 3.12 - 100 user
- consolidated systems
- instituted a school-wide E-Mail
- installed a networked CD tower

1995-96

- bought 44 new 486 computers, upgraded 10 more
- increased Jostens licenses from 12 to 24
- subscribed to Sirs and networked several reference CDs
- GLE assessment program
- Internet access in every classroom
- institute a school-wide program of assessment and training for word processing
- train all staff on E-mail
- began classes on and about the Internet for students
- set up a local home page on a new server running Windows NT 3.51
- initiated a hallway monitor and a daily presentation program on PowerPoint
- began to run a School Internet Home Page and a related Internet

1996-97

- committed to a full-time network consultant to manage system
- bought a color laser network printer
- site license for networked version of Compton's World Book Multimedia Encyclopedia 3.2
- instituted a network fax machine

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- bought 40 new Pentium computers; 20 major upgrades
- moved to Windows 95
- placed a multi-media Internet capable computer, a laser printer and copier in every classroom
- initiated the Waterford Reading Program for K-1
- bought 12 laptops for staff use
- began an Alternative Classroom using the Plato ILS

1997-98

- 24 new computers
- beginning of video technology and voice-recognition software
- upgraded 30 computers to Windows 95
- provided world cultural events via CNN Headline News on three monitors in building
- 8 more laptops for teachers
- started a class on PowerPoint
- upgraded part of the network backbone to fiber-optic cable
- site licenses to networked versions of ReaderRabbit 1,2,3, Britannica, and WorldBook4
- upgraded Intranet with respect to Teacher Training and Spokane Tribe of Indians Culture
- an emphasis on teacher training
- bought GradeQuick - a computer grading program for all teachers

OUR FUTURE TIME-LINE

within 1 year we plan to:

- upgrade the main server and move to NetWare 4.x
- upgrade to Novell's GroupWise and Internet Server
- train all staff on Internet use, spreadsheets
- train new staff on our current system
- begin to put training materials for staff on our Intranet
- train students to work on Internet Documents and to write presentations for our Hallway Server
- provide CNN and other contemporary news resources to three locations in the building
- all computers can access the Internet in a timely manner

within 3 years we plan to:

- integrate our networked ILS with the State of Washington Essential Learning Plan.
- upgrade all computers to Windows95 or better, with multi- media capabilities and Internet ready
- build a video conferencing room for remote multi-point video learning
- develop a video classroom so students can have hands-on experience in video, graphics and sound.
- upgrade network wiring to TP Category 5, with a fast fiber-optic backbone and switched routers.
- add network resources - site licenses for encyclopedias, journal sources, and networked CDs
- add a greater network CD tower
- continue to make resources easier to use for students and staff
- complete task of putting training materials for staff on our Intranet
- copyright the Wellpinit Learning Model

within 5 years we plan to:

- have a state-of-the art computer annex, where a teacher monitors all student stations from a single station
- provide a laptop for each teacher
- have a network with zero down time
- create a video studio for video conferencing and off-site learning
- create a multi-media lab capable of recording and editing video and audio

A3: WELLPINIT TECHNOLOGY TODAY - a snapshot

- The Wellpinit School District is a regional leader in Technology and Education
- We have a student to computer ratio of less than 3:2, one of the best in the State.
- We have over 220 computers, over half of which run Windows 95
- Our network extends to every classroom in the school, with six or more computers in every class.
- We run five major Integrated Learning Systems: Plato, Jostens, Edunetics, IBM and Waterford.
- We have Internet access in every classroom.
- We have multiple Encyclopedias and reference programs available in every classroom
- Our library catalog is on-line and can be searched in every classroom
- Staff has access to word processors, Internet, E-mail, and copiers in every classroom
- Our students are highly computer literate.
- Students from 4th Grade and up have their individual E-mail boxes
- Students can use the Internet in all subject matters
- Student CTBS scores have been increasing for the last three years.

WELLPINIT SCHOOL - TECHNOLOGY TRAINING

Windows 95 Introduction	5,(5-6),(12-13),13,17, (19-20)24,27,29,30	(2-3),10,14,21,(23-24)	2,(2-3),10,(11-12),21, 14,(16-17),21,23,27
Windows 95 Intermediate	(7-8),22	5,(18-19)	5,17,(18-19)
Windows NT Introduction	(14-15),16,30	13	9,20
Windows 3.11 Introduction	7,28	25	4,18
Word Processing	January	February	March
Word for Windows 6.0 Introduction	28	23	23
Word for Windows 95 Introduction	14,26,(26-27)	11,(23-24)	11,(23-24)
Word for Windows 95 Intermediate	19	16	16
Word 97 Introduction	10,(21-22)	(9-10),25	18,28
Word 97 Intermediate	15	13,20	20
Word 97 Advanced	6,21	(4-5),27	11,27
Corel WordPerfect 7.0 for Windows 95 Intro	6	3	3
Corel WordPerfect 8.0 for Windows Intro	12	9	9
Spreadsheets	January	February	March
Excel 5.0 for Windows Introduction		11	11
Excel 7.0 for Windows 95 Introduction	9	12	12
Excel 7.0 for Windows 95 Intermediate	23	26	26
Excel 97 Introduction	14,16,20	7,11	6,(9-10)
Excel 97 Intermediate		18	18
Excel 97 Advanced	12	17,24,(25-26)	7,10
Quickbooks 5 for Windows Introduction	24,28	24	24
Quicken 6.0 Introduction	15	26	25
Peachtree Introduction	7	4	25
Peachtree Intermediate		17	
Integrated & Business Applications	January	February	March
Lotus Notes 4.0 Introduction	17	(2-3)	(2-3)
Lotus Notes 4.5 Introduction	31	14,20	5,14,30
Lotus Notes 4.5 Mail & Calendar	31	(9-10)	31
Exchange for Windows 95	(12-13)	2	30
Outlook 97 Introduction	26	21	(4-5),24
Powerpoint 7.0 for Windows 95 Introduction	24	28	
Powerpoint 97 Introduction	(5-6)	5,19	(4-5),28
Powerpoint 97 Intermediate	(19-20)	23	(23-24)
Project 4.1 for Windows 95	29-30	26-27	26-27
Graphics and Publishing	January	February	March
Corel Draw 7 Introduction	8-9	12-13	12-13
Pagemaker 6.5 for Windows Introduction (2 day)	14-15	11-12	11-12
Publisher 97 Introduction	10, (26-27)	7, (16-17)	7, (16-17)
Photoshop 4.0 (2 day)	29-30	24-25	9-10
Databases	January	February	March
Act! 2.0 Introduction			24
Act! 3.0 Introduction	7,(21-22)	4	
Access 7.0 for Windows Introduction	13,(28-29)	10,(25-26)	10,(25-26)
Access 7.0 for Windows Intermediate	22	19	19
Access 97 Introduction	5	9	9
Access 97 Intermediate	19	23	23
Access 97 Advanced	28		

Internet	January	February	March
HTML Fundamentals	(7-8),20,(26-27)		2,(11-12),19
HTML Intermediate	(14-15),27	16	16
Microsoft Front Page 97 Introduction	23	6,18	6,(18-19),30
Introduction to the Internet On-Line	12,21,24,(28),31	(11),14,(19)	14,19
Conducting Business on the Internet	17	14	13, 21,30
Conducting Internet Research	8,18	28	17, 31
MCSE Certification Training	January	February	March
Administering Windows NT 4.0	5-7	9-11	9-11
Supporting Windows 95			16-20
Supporting Windows NT 4.0 Core Technologies	12-16	16-20	30-4/3
Internetworking TCP/IP on Windows NT 4.0	19-23		13-17
Supporting Windows NT 4.0 Enterprise Technologies			2-6
Core Technologies of Exchange Server 5.0		2-6	

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WORKSHOP EVALUATION

Name of Presenter: ____________________ Date: ____________________

Name of Session: ____

Please write in comments where appropriate, or use the other side.

1. The approach used in the session was the correct one.

____ Strongly disagree ____ Disagree ____ No opinion ____ Agree ____ Strongly agree

2. The session was worth the time I put into it.

____ Strongly disagree ____ Disagree ____ No opinion ____ Agree ____ Strongly agree

3. The facilities for the session were adequate.

____ Strongly disagree ____ Disagree ____ No opinion ____ Agree ____ Strongly agree

4. The overall planning of the session was done well.

____ Strongly disagree ____ Disagree ____ No opinion ____ Agree ____ Strongly agree

5. The presentation of the material was done well.

____ Strongly disagree ____ Disagree ____ No opinion ____ Agree ____ Strongly agree

6. The handouts were well coordinated with the presentation.

____ Strongly disagree ____ Disagree ____ No opinion ____ Agree ____ Strongly agree

7. The handouts helped in understanding the material.

____ Strongly disagree ____ Disagree ____ No opinion ____ Agree ____ Strongly agree

8. The information presented in the session will help me to do a better job.

____ Strongly disagree ____ Disagree ____ No opinion ____ Agree ____ Strongly agree

9. This type of session is needed.

____ Strongly disagree ____ Disagree ____ No opinion ____ Agree ____ Strongly agree

10. This session cleared up areas of confusion which are important to me.

____ Strongly disagree ____ Disagree ____ No opinion ____ Agree ____ Strongly agree

11. This conference should be repeated in other locations.

____ Strongly disagree ____ Disagree ____ No opinion ____ Agree ____ Strongly agree

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Preparing Indian Students for Math and Science Study

Lucille Kelley

Native American Scholarship Fund
8200 Mountain Rd. NE Suite 203
Albuquerque, NM 87110
(505) 262-2351

PREPARING INDIAN STUDENTS FOR COLLEGE

LUCILLE KELLEY

NATIVE AMERICAN SCHOLARSHIP FUND, INC.
8200 MOUNTAIN ROAD NE, SUITE 203
ALBUQUERQUE NM 87110
505/262-2351

BACKGROUND

BASIC PURPOSE: The Native American Scholarship Fund (NASF) is a nonprofit organization which helps Indian people to be successful through quality education. Our focus is on developing the human and natural resources on reservations in a traditional way to sustain the way of life of Indian people in the U. S. We believe the social, economic, governmental, financial, and infrastructure development of Indian reservations to be necessary to the health and welfare of the people.

MISSION STATEMENT: Our mission at the Native American Scholarship Fund (NASF) is to help Indian people to be successful through quality education. We fund high-potential Native Americans who are studying in critical fields--ones needed by tribes, and in which Indians are underrepresented. They must have clear goals, and be in the process of working toward these goals. Their goals must include the betterment of Indian people. Our high priority areas are **M**ath, **E**ngineering, **S**cience, **B**usiness, **E**ducation, and **C**omputers **(MESBEC)**. Native Americans are very much underrepresented in these fields, and these areas are very important to the future of Indian people and our nation.

SCHOLARSHIP PROGRAMS: NASF operates two scholarship programs. The first program, in **M**ath, **E**ngineering, **S**cience, **B**usiness, **E**ducation, and **C**omputers **(MESBEC)**, provides scholarships to Native Americans studying in these fields. While students of any age may qualify for MESBEC scholarships, most recipients are recent high school graduates. The second program, **N**ative **A**merican **L**eadership in **E**ducation **(NALE)**, is for Native Americans who are paraprofessionals in the schools. It helps them to complete their college degrees and earn teaching credentials, administrative certification, and counselor certification.

We fund high-potential Native Americans who are studying in professions critical to the development of Indian resources and people. The "critical professions" are ones which are greatly needed by Indian people, and in which there are few Indians with degrees.

Our scholarships are based on merit, and not on need. Our scholarship programs are based on the likelihood that students will excel in higher education, return home to their reservations, and work to improve the lives of Indian people, thereby being an asset to Indian communities.

The MESBEC fields are our highest priorities. However, we fund Indian students in other fields such as the humanities, the social sciences, and liberal arts.

BASIC INFORMATION ABOUT NASF

- NASF is a non-profit corporation funded by donations and grants. We receive no government funds.

- We award scholarships on a merit basis, and not on a need basis. We fund Native American students with very high potential, with clear goals, who have made some progress already toward achieving their goals. They must have high GPA's and test scores well above the national norms.

- The Board of Directors reads and ranks all applications, thus deciding whom we fund and do not fund. They look at all aspects of the student's readiness, not just grades and test scores. Awards, honors, extracurricular activities, leadership service to the Indian community, career plans, applying for all other sources of funding, and commitment and preparation, are all reviewed.

- The NASF application process is very thorough and time-consuming. But the students who are approved for scholarships are on scholarship with NASF for life. They never have to re-apply. If they complete an undergraduate degree and five years later decide to go to graduate school, all they have to do is notify us and they are placed on scholarship again.

- Applicants must apply for all sources of funding for which they are eligible, including federal funds, state funds, BIA funds, funds from the college, and funds from private scholarships. There are 40,000 private scholarship organizations in the U. S., and all students will be eligible for 10 to 50 scholarships, depending mainly on their intended major. We also have a bibliography of scholarship directories we send upon request.

- NASF is a supplemental scholarship, meaning we pay for part of the costs of college, but rarely the whole costs. We intend to be the final funding source for students, to make sure they have all the funding they need to graduate, after applying to us and to all other sources for which they are eligible.

- The deadlines for applications are April 15 for the Fall semester/quarter, September 15 for Spring/Winter semester/quarter, and March 15 for Summer.

- Students must have the complete application on file with us before it is processed. We do not process partially-completed applications. We will notify students on a regular basis of the parts we have received and the parts we are missing.

- Students are eligible to apply for NASF scholarships any time in their college careers. While the ideal is to apply and win a scholarship as a senior in high school, this ideal is not always reached. Students can be of any age; there is no limit on age. We fund college only, and not prep schools.

- Students who do not complete the application process on time to meet one deadline can continue working to complete the application process to meet the next deadline. Their applications will be kept on file for three years; if they are not complete by the end of three years, they will be destroyed.

RECRUITMENT AND APPLICATION PROCEDURES

PHILOSOPHY: NASF recruits high-potential Indian students for college study, with priorities in the Math, Engineering, Science, Business, Education, and Computers (MESBEC) professions. Engineering includes all specialties. Science includes all fields of science endeavor, including all medical professions. Business includes finance, economics, marketing, and management. Education includes teaching credentials, counseling certification, and administrative credentials.

While we have priorities in the MESBEC professions, all fields of college study are eligible for funding, including social sciences, the arts, and the humanities.

Recruitment of students is done in several ways.

1. (Most important) is personal visits to high schools on reservations by our staff.
2. We are listed in all the scholarship directories we can identify.
3. We mail MESBEC brochures to tribes, to Indian high schools, to the NASF Network list, and to college programs on a regular basis.
4. We have exhibit booths at important Indian meetings, especially education meetings.
5. We send press releases about important developments to Indian newspapers and to mainstream media.
6. We advertise in leading Indian newspapers.
7. We send our poster to all Indian high schools, tribes, Indian college programs, Indian health clinics, and elsewhere, on a regular basis.
8. We make appearances on radio and TV shows, especially ones in Indian Country.
9. We conduct training seminars and workshops on a variety of topics, including college preparation.
10. We network with other Indian education programs and tribal programs.

The personal visits to schools require extensive travel. Travel often consists of evening, night, and weekend work. Overnight stays of two to fours are common.

THE IDEAL STUDENT

Our job is to get as many students to meet as many of the following criteria as possible.

STUDENTS SHOULD:

- start preparing for college no later than the sixth grade.
- study several hours a day.
- have high ideals and expectations.
- take at least four, and preferably, five, years of math in high school, through calculus.
- take four years of English.
- take four years of Science.
- take at least two years of a Foreign language.
- take at least one writing class, and should write extensively.
- be computer literate.
- participate in extracurricular activities.
- belong to fraternal, civic, social, academic, and education clubs or organizations.
- participate on debate teams to enhance their vocabulary and their ability to speak in public.
- participate in student government.
- attend at least one summer camp, especially in math, computers, and science.
- be avid readers, on a wide variety of topics.
- must apply for all sources of financial aid and private scholarships for which they are eligible.
- be literate or conversant in their Native language.
- be hard workers.
- have clear career goals in mind by the time they are seniors.
- have high grades.
- have high test scores, preferably in the top five percent.
- be involved in their community.
- apply to several colleges.
- attend the very best colleges to which they can be admitted.
- visit as many of the college campuses as possible.
- take Advanced Placement courses in high school.
- be in the Gifted and Talented Education (GATE) program in high school.
- take the PSAT and/or the P/ACT in their junior year of high school.
- take the SAT and/or the ACT in their senior year.

Few applicants will meet all the criteria we are looking for. However, the students who meet almost all the criteria have a much better chance of succeeding than students who meet only a few. Students who meet most of the criteria are self-motivated and willing to go the extra mile to succeed.

WHY ATTEND COLLEGE?

A college degree can provide your child with many opportunities in life. A college education can mean:

- Greater Knowledge
  A college education will increase your child's ability to understand developments in science and in society, to think abstractly and critically, to express thoughts clearly in speech and in writing, and to make wise decisions. These skills are useful both on and off the job.

- Greater Potential
  A college education can help increase your child's understanding of the community, the Nation, and the world—as he or she explores interests, discovers new areas of knowledge, considers lifelong goals, and becomes a responsible citizen.

- More Job Opportunities
  The world is changing rapidly. Many jobs rely on new technology and already require more brain power than muscle power. In your child's working life, more and more jobs will require education beyond high school. With a college education, your child will have more jobs from which to choose.

- More Money
  A person who attends college generally earns more than a person who does not. For example, in 1994, a person with a college degree from a four-year college earned approximately $12,500 more in that year than a person who did not go to college. Someone with a two-year associate's degree also tends to earn more than a high school graduate.

Some of these benefits of college may not be obvious to your child. Even though he or she has to make the final decision to attend college, you can help in the decision-making process by learning about all aspects of college yourself and sharing what you learn with your child.

WHAT KINDS OF JOBS ARE AVAILABLE TO COLLEGE GRADUATES?

Certificates and degrees earned by graduates of two- and four-year colleges or universities usually lead to different kinds of professional opportunities. Many professions require graduate degrees beyond the traditional four-year degree, such as a medical degree or a law degree. For example:

- A course of study in bookkeeping at a community college generally prepares a student for a job as a bookkeeper.
- A four-year degree in economics may prepare a student for any one of several jobs in a bank or a business.
- A four-year degree in English may serve as background for getting teacher certification in the subject or for being an editor with a magazine.

In Chart I below there is a partial listing of different occupations and the educational background generally required or recommended for each. Some people who go on to acquire jobs in the four-year college column obtain a graduate degree or some graduate education, but many of these jobs can be filled by people who do not have more than a four-year college education. For more information on the educational requirements of specific jobs, contact a guidance counselor or check the *Occupational Outlook Handbook* in your library.

Chart I

Examples of Jobs Requiring College Preparation

Two-Year College

(Associate's Degree)

Surveyor
Registered Nurse
Dental Hygienist
Medical Laboratory Tech
Computer Technician
Commercial Artist
Hotel/Restaurant Manager
Funeral Director
Drafter
Engineering Technician
Automotive Mechanic
Administrative Assistant
Cardiovascular Technician
Medical Record Technician
Surgical Technologist
Water and Wastewater Treatment Plant Operator
Heating, Air-Conditioning, and Refrigeration Tech

Four-Year College

(Bachelor's Degree)

Teacher
Accountant
FBI Agent
Engineer
Journalist
Diplomat
Insurance Agent
Pharmacist
Computer Systems Analyst
Dietitian
Writer
Editor
Graphic Designer
Social Worker
Recreational Therapist
Public Relations Specialist
Visual Artist
Research Assistant
Investment Banker
Medical Illustrator

More Than Four Years of College

(Various Graduate Degrees Required)

Lawyer
Doctor
Architect
Scientist
University Professor
Economist
Psychologist
Sociologist
Dentist
Veterinarian
Public Policy Analyst
Geologist
Paleontologist
Zoologist
Management Consultant
Rabbi
Priest
Chiropractor
Biologist

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Planning Your Future

Here are some suggestions to help you prepare for your future in college. Discuss your plans with your parents, teachers, and counselors.

1. Know Yourself: Achievements, abilities, interests, and ambitions are important factors to be considered when you are setting goals. Take the initiative to follow through on your dreams. Find out what it will take for you to be successful.

2. Creating Options: If you want to go to college, start planning in your freshman year of high school. Visit your counselor and decide what classes you need to take, to be ready for college when you graduate from high school. Most students should consider taking four years of English, math, science and foreign language. Many colleges require two years of a foreign language, find out early so that you are prepared. *Take your ACT or SAT at least once in your junior year. This will give you time to take it again, but also you can begin to apply to colleges at the start of your senior year.

3. Paying for college: Parents and students should consider the combination of savings, scholarships, Tribal Aid, Federal Aid, loans and the student work-study program to help pay for higher education. Most in-state colleges are going to range between $6,000 to $10,000 a year. Out-of-state colleges will cost between $9,000 to $15,000 a year. Private colleges are costing about $25,000 to $30,000 a year. The sooner you begin to think about money the better off you will be when you have to start paying for college. Ask yourself these questions:
    - Are my Parents going to pay for my education?
    - Do I have savings set aside for school?
    - Am I going to win the Lottery/Publishers Clearing House/etc.?

    If you answered NO to these three questions, you need to be serious about finding money. Ask your counselor and your parents to work together to start figuring out what to do.

4. Work Experience: Find ways to experiment with what you want to do. If you want to be a doctor, volunteer at a hospital to see if you like the environment. Call people who work in the job area you want to work in and ask them what is required in that field.

5. Selecting the College or University: Start planning in your freshman year. Investigate the schools which offer training in the field of your choice. Talk to people you know who attended that school, visit the school if possible. Find out how much it is going to cost you to attend the school, include: travel, food and housing for the year, books and tuition, insurance, incidentals, doctor bills, anything that will have to be paid for during that year. Find out what kind of financial assistance the college offers. Take your ACT/SAT in your junior year to get a jump on your school admissions in your senior year. Many schools and the military require one of these exams in order to apply.

6. Scholarships: Begin looking for scholarships the summer before your senior year of high school. Many private scholarships have deadlines in October through December. Colleges offer scholarships to students; the deadlines for these scholarships are generally in January and February. IF YOU MISS A DEADLINE, YOU HAVE MISSED THE SCHOLARSHIP. To find scholarships you need to contact the colleges that you are applying to. You should also visit the biggest library in your area, look up SCHOLARSHIPS in the reference section. You should find several scholarship books that will have many scholarships listed. Talk to your high school counselors. They should have resources that will help you find money.

7. Do Not Wait Too Long: Many students wait too long before they begin the process of getting ready for college. Many end up not going to school or not having enough money. Plan ahead and be successful!!

SOPHOMORE

Aug.	You should concentrate once again on school. You have two years of preparation for college, so make the most of it while you have that time. Learn as much as you can in the next few years, so you will not have any trouble with your college courses. So remember to take that extra Chemistry, Math , or English classes.
Sept.	Arrange with your high school counselor to take the Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT). See your guidance counselor about getting a fee waiver if the registration fee is unaffordable for you.
Oct.	Do not let college be a scary experience for you. Prepare yourself by studying hard and learning how to calculate molar concentrations, or learning how not to write fragmented sentences, or learning how to calculate the area of a triangle.
Dec.	Start thinking about summer programs or summer jobs and the application process.
Jan.-Feb.	Get a head start with the application process for summer jobs and summer programs and always remember to make copies of every paper you submit to any office.
Mar.-Apr.	Attend a Career Fair for American Indian Students, these Fairs are usually held in early spring of each year at some universities, two year schools and some high schools. Always work with your counselor to apply for any programs. *During the last part of April or the early weeks of May apply either for the SAT or the ACT exam in June for **practice.**
May	Schedule a meeting with your guidance counselor to see how many more requirement high school classes you need to take. Ask your counselor if you can take one extra math or science class in your junior year.
May-July	Try to find a summer job to keep you busy. The Title V and JOM programs usually have a listing of summer jobs available for high school students. Volunteer work is always encouraged of students, since experience is weighed more by employers, scholarship offices, and other program office. If you applied for the ACT or SAT exam, do your best and JUST experience what it is like to take this exam. Remember this is only for practice.

FRESHMAN

Aug.	You should be starting your high school career so schedule a meeting with your guidance counselor to go over the high school requirements to be accepted to a university. If you are interested in a science field, concentrate your classes on Math, Chemistry, Physics, Biology, and English. For anyone interested in any other fields other than science, concentrated your classes on English, Chemistry and Math. If the university you wish to attend requires 2 units of Chemistry, do not limit yourself to only two units. It is most advantageous for students to take more than the required units in high school.
Jan.-Feb.	Apply for any summer programs at your local high school, university or two year schools. Ask your high school counselor for any help to apply for these summer programs.
Mar.-Apr.	Attend a Career Fair for American Indian Students. Again these are held in early spring of each year. During the last part of April or the early weeks of May apply either for the SAT or ACT exam in June for practice. These two exams are the College Entrance Exams that are required of all students who wish to attend a university. Remember also that there is a fee to take these exams. Contact your JOM, Title V, or Indian Education program to assist you with payment of the ACT/SAT fees.
May-Jul.	Schedule a meeting with your guidance counselor to see how many more required high school classes you need to take. Ask your counselor if you can take one extra math or science class in your sophomore year. Students are encouraged to work with counselors to develop a Statement of Education & Career Goals. Most college admission offices and scholarship offices request this.

Always make and keep copies of all applications and documents you sign and submit. Keep your parents, guardians, or counselors informed of what applications you sign and submit. There are offices that lose your paperwork and will claim they never received your applications. Your signed copies are proof that you have submitted them. Record names of people, time, and date of meetings so that you will know who you talked to and the people at that office will not give you the 'run around' if you have to go back.

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◆ ◆ JUNIORS ◆ ◆

The Key to your College Future

Aug.	Another school year and one more step closer to college. If you have any extra Chemistry, Math, English, Biology or Physics courses you can take, by all means take them.
Sept.-Oct.	Attend college fairs, collect information, and speak with representatives from the schools which interest you. Be attentive to your studies as higher GPAs may make you eligible for scholarships. Don't let this process be a haunting experience. Stay on top of things and you should have no problems getting to college.
Nov.	Take the preliminary ACT or SAT. High scores are eligible for National Merit Scholarships for as much as $2000. Contact your JOM, Title V, or Indian Education department to assist you with payment for your ACT application fee.
Dec.	Begin planning your senior year curriculum. Review your preliminary results of ACT or SAT with your high school counselor.
Jan.	Choose 10 – 12 prospective schools of interest and send for applications, catalogs, and scholarship information. This is also the time to start applying for summer programs or summer jobs. Try not to do the same thing that you might have done for the last summer programs. It is always good to develop several skills so that you have a better chance to apply for a variety of positions for summer jobs.
Feb.	Begin preparations for ACT or SAT to be conducted in April, May, & June.
March	Compose a brief resume of extracurricular activities and significant achievements. Early decision candidates must take ACT or SAT tests before June. Ask your counselor for information on summer math and science camps that you can apply to. Apply for Pre-College seminars and other college orientation programs. These are usually held in the summer, so you might want to apply in early spring. Do not forget to attend a Career Fair for American Indian students. These Fairs help you decide on a major in college or what you want to do after you graduate from college.
April	Take the ACT or SAT tests. Contact college admission offices for a campus visit: Try to visit classes, meet with professors and learn about student life on campus.
May	Schedule a meeting with your guidance counselor to reassess your classes for graduation requirements. Look into summer internships for high school students in the field(s) of interest you will be pursuing in college. Get involved with the community through volunteer work. Consider spending some time during the summer as a volunteer for your tribe. It always looks good on your financial or scholarship application.
Summer	Once you receive your catalogs, look over each one and see which of the universities has a lot to offer to you as a student. You might want to inquire on the success rate of Native American students graduating from that university. *If you Counselor can make any type of arrangements to have you visit the university you would like to attend, make those arrangements. Always inform your parents or guardians on your preparation for college.

• • SENIORS • •

College-Prep Timeline

Aug.	Again, ask your counselor if you can take an extra math, science or English class in your senior year at high school. *If you have not already developed a Statement of Education and Career Goal, work with your high school counselor to do so. Some scholarship applications require that you write an essay. Recommendation letters. Students should have two or three Letters of Recommendations, written either by school officials or by tribal leaders. Letters from parents, friends or relatives will not be accepted. *Identify two (2) teachers who are willing to write you a strong recommendation. *Have your high school counselor assist you with writing a resume and make sure that you indicate your strengths, academic activities, recognition or awards, interests, and goals.
Sept.-Oct.	Attend college fairs and speak with representatives from the schools which interest you. Take top-level and advanced placement classes. Begin eliminating the pool of prospective schools of interest. *As you receive your applications from colleges and scholarship offices, always be aware of the deadline dates for each application. If you have already chosen a university that you would like to attend, be prompt in filling out your admissions application, since you will need to know if you will be accepted so you can start applying for financial aid. Have your high school counselor work with you when you go through this process. Register during the last part of October or early November to take the ACT or SAT and indicate on the registration form which colleges the tests should be sent to, even if you do not plan to attend that particular university. This will be the last time you should take the college entrance exams, so do your best.
Nov.-Dec.	Retake the ACT or SAT. Students generally score higher the second time around. December should be the last month to take your ACT or SAT tests so that the scores will be processed in time to be examined by the university you wish to attend. Once you receive your letter of acceptance from the university you applied to, obtain financial aid forms from that university and always be sure you make copies of ALL applications. *Have your counselor send your high school transcript and your class standing to the university you wish to attend.
Jan.	Mail in your *Free Application for Federal Student Aid (FAFSA)* before March 1. You will be required to give information on your parents' income, if your parents claimed you in their income tax return. Make sure that your parents are aware of this information. The FAFSA is due by March 1st of each year, if you wish to get the maximum amount. If you turn in your application after March 1st , you will receive a lesser amount if any funds are available or you may not receive any aid. Tribal Scholarship awards are processed the same way. Plan to attend a Orientation Program at your university or at a university in your area if the university you plan to attend is in another state. These orientation programs assist students with financial aid applications, registration and Math Placement exams.
Feb.	Submit your updated test scores (if higher) and transcripts to the schools you have applied to. At this stage, you should already know if you have been accepted at the university of your first choice. You should have received some scholarship information from your college and hopefully you have already applied. You should have some idea of what your intended major might be, do not limit yourself to only one possibility. If you have not filed your FAFSA, you have till March 1st if you want to receive the maximum award. Remember the cost of tuition, books, supplies, travel, and miscellaneous expenses add up to a large number, so the more you can get the less worries you have on paying for costs.
March	FAFSA applications due. Do not miss the March 1st deadline! Career Fairs are held in March at some universities, two year schools and maybe even in your high school. Try to attend one if you can, since these fairs offer you an outlook on what major you might want to consider.
April	You should receive your Student Aid Report (SAR) from the university you plan to attend. The SAR will indicate how much money you will be expected to receive, but be sure you understand that the amount indicated on your SAR is not always guaranteed. Your Tribal Scholarship Program will need a copy of your SAR, to determine how much more funding you will get. Again, understand that the Tribal Scholarship programs may not give you enough to cover the differences in your costs. They can only allow certain maximum amounts for their students.
May	*Make a decision!* Decide which school you will attend. If all goes well and you have submitted all applications, you should be receiving your registration materials soon. As soon as you receive the packet, make arrangements to talk to a university college advisor and have them start you on a curriculum in your intended major.
Summer	If you kept on top of things, you should be working during the summer months and saving more money for the Fall semester when classes begin. You should be ready to begin classes either by the end of August or beginning of September, depending on which university you attend. Have fun and good luck to you all!

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Community Update

No. 53
January 1998
U.S. Department of Education

Taking Algebra and Geometry Early Puts Students on Road to College and Good Careers

The latest research shows that taking rigorous mathematics courses, such as algebra and geometry early in secondary schools, is a gateway to college and future employment. A recent report released by U.S. Secretary of Education Richard W. Riley, entitled *Mathematics Equals Opportunity*, shows that 83 percent of students who take algebra and geometry enroll in college, more than double the percentage of students who do not take these courses (36 percent). Taking algebra and geometry is particularly important for low-income students, with 71 percent of those taking the courses enrolling in college, compared with 27 percent of those who do not. Chemistry is also very important as a college preparatory course.

Mathematics Equals Opportunity summarizes data showing that in the Information Age, demands for mathematical skills are continually increasing. The Bureau of Labor Statistics predicts that some of the fastest growing job categories will require substantial mathematics preparation, including those for computer scientists, systems analysts, and medical assistants. A recent U.S. Department of Commerce report on the shortage of information technology workers also confirms that we will need more workers skilled in math as computer and data processing become more important in our economy. Even for high school graduates who do not attend college right out of high school, having strong math skills will make a significant difference in earnings.

Students who have the opportunity to master the foundations of algebra by the end of eighth-grade are ready to take geometry, chemistry, calculus and other courses in high school that prepare them for college and careers. Currently, only 25 percent of our students have completed algebra by the end of eighth-grade, but they have a clear advantage in preparation for advanced mathematics. Approximately 60 percent of students enrolled in calculus took algebra when they were i eighth-grade.

In most other industrialized nations, almost all students study algebra and some geometry by the eighth-grade. Recognizing the importance of basi and advanced mathematics skills to prepare students for a lifetime of success, President Clinton proposed a voluntary national test in mathematics the eighth-grade. The test, which was approved by Congress, will be developed by the independent, bipartisan National Assessment Governing Board. The test will be available to interested school districts and states.

Mathematics Equals Opportunity found that **mathematics achievement is linked to the courses students take, not whether students attend a public or private school.** Only 63 percent of all students take algebra and geometry, and for low-income students, the percentage drops to 46 percent. Parent involvement was found to increase the likelihood that students will take challenging courses like algebra and geometry.

Included in *Mathematics Equals Opportunity* are action steps for parents, educators, and policy makers. Suggestions for parents include discussing with their child's math teacher how to support classroom learning, ensuring that children in grad K-7 are being prepared for the transition to algebr and talking with children about how math is used in their own work or the careers of adults they know Ideas for policy makers include giving all students the opportunity to take algebra I or a similar course covering the fundamentals of algebra by the end of eighth-grade, strengthening preparation and profe sional development for math teachers, and suppor ing parent involvement in math learning. The full report is available at http://www.ed.gov/pubs/math or by calling 1-800-USA-LEARN. CU

> *"Students who have the opportunity to master the foundations of algebra by the end of eighth-grade are ready to take geometry, chemistry, calculus and other courses in high school that prepare them for college and careers."*

Special Insert on Family Involvement
(See inside)

Community Update *is available on the World Wide Web at http://www.ed.gov/G2K/community.*

THE SCHOLARSHIP PROCESS

The Scholarship Resource Network is one avenue to begin the private scholarship process. This process is in addition to the Federal financial aid process. We recommend that the private scholarship research process be initiated twelve to eighteen months ahead of the time of need.

Preparing for . . .

You may be a prime candidate for a scholarship if . . .

- You are diligently applying yourself at your present high school or college grade level.
- If you have some balance in your life. A few examples may be some community service, some athletics, some extracurricular school activity, some church service, and a summer job.
- If there are extenuating circumstances where this may not be possible, you must communicate this to the agency. Example: you must work more than the average to help with family expenses.

All of the above are indicators of a growing, productive college student. Many non-traditional students are involved in similar activities, but may be called something different. All actions that benefit society are noteworthy.

Pursuing . . .

Knowing the scholarship time line is the key to success. Time is wasted pursuing missed deadlines. You are on the right track if you are conducting research for your education ten to sixteen months from now. If you realize you are too late, keep looking for the following year. With this in mind, you are early!

TIPS WHEN APPLYING FOR SCHOLARSHIPS

Requesting information and an application form

Requesting information and an application is the first step in the process of applying for scholarships. We have included a sample letter to help get you started. All correspondence should be typed, if possible. If not, write clearly and legibly in ink. Never use pencil. Use a dictionary if you are unsure of the spelling of a word. When you write for a scholarship application, send a **#10 self-addressed stamped envelope (SASE)** along with your letter requesting the application. Some scholarship listings will specify how much postage you should put on the envelope. This should help you get the information you have requested in a timely fashion.

SAMPLE LETTER TO REQUEST SCHOLARSHIP INFORMATION

(Date Here)

Organization offering scholarship
Address of Scholarship
City, State Zip Code

Dear Sir/Madame:

I am currently a student in need of a scholarship or grant to help offset the cost of my education. I am a member of the ____(Tribe)____. I am currently attending ____(Name of College)____ and pursing a degree in ____(Major)____.

Unfortunately, my tribal funds are very limited, and I am finding it difficult to meet my educational and living expenses. Please send me information on eligibility requirements, deadlines, and an application form to the address listed below. I am enclosing a self-addressed stamped envelope for your convenience.

Thank you for your prompt response to this request.

Sincerely,

(Your signature here)

Typed name
Your address
City, State Zip Code

CRITERIA FOR STUDENT ELIGIBILITY

The criteria listed below as *"must"* are requirements and will be totally met before students are eligible for NASF scholarship funds. The criteria listed as *"should"* are recommendations, and are not absolute; a student may fail to meet a criterion and still be eligible if it is a recommendation and not a requirement.

Applicants *must:*

1. be one-fourth degree or more American Indian, and be enrolled members of a federally-recognized, state-recognized, or terminated tribe in the U. S. Applicants must provide proof of Indian blood.
2. attend an accredited two-year or four-year college or university.
3. attend college on a full-time basis.
4. have high grade point averages.
5. have high pre-college test scores (ACT, SAT, MCAT, LSAT, GRE, etc.)
6. submit an essay describing themselves, their achievements, and their career plans in detail.

Applicants *should:*

7. be well-grounded in their community
8. be leaders, and must show some leadership qualities.
9. meet the criteria for studying in a MESBEC or NALE program.
10. have some work experience.

NATIVE AMERICAN SCHOLARSHIP FUND, INC.

"Education is the seed that provides spiritual and individual growth."

NATIVE AMERICAN SCHOLARSHIP FUND

A NONPROFIT ORGANIZATION

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INSTRUCTIONS TO APPLICANTS

1. IMPORTANT: Please read all application materials thoroughly before completing this application. **Applications that are incomplete or unsigned will not be reviewed.**

2. GENERAL INFORMATION: NASF's objective is to recognize and reward outstanding student achievement. This supplemental award is intended to help American Indian students of any age, from any U.S. tribe, and in any State, striving to get an education. All awards are based on merit, academic achievement and ambition.

3. DEADLINES: It is the applicant's sole responsibility to meet all final deadlines of NASF. Missing material due to failure by others to meet final deadlines will cause your application not to be processed. It is the sole responsibility of the applicant to follow up and ensure that NASF receives valid documents on or before designated deadlines. **NO EXCEPTIONS TO THIS RULE.**

Important Deadlines:	Summer Session	March 15
	Fall Semester/Autumn Quarter	April 15
	Spring Semester/Winter Quarter	September 15

4. FUNDING: Because we are a supplemental aid program, applicants are required to apply for all other sources of funding for which they are eligible; this includes applying for campus-based aid. This is an iron-clad requirement; applicants who do not apply for all other sources of funding will not have their application forwarded to the Board of Directors for reading and ranking. We recommend that applicants look through private scholarship directories for information on over 100,000 scholarships, grants, loans, and internships. A wide range of corporations, unions, trust funds, religious and fraternal organizations, associations, and private philanthropists can provide you with the financial assistance you need to continue your education.

5. AWARDS: Scholarships are on a competitive basis. Awards are based on NASF's projected income. Awardees will be notified by letter as early as possible.

6. **Please type all materials:** Do not staple, bind, or clip any part of the application--leave it loose leaf. Submit all documents on standard size paper (8-1/2" x 11"). Documents should be placed in the order as specified on page 2 of the application. Do not place labels or dividers in application. Use extra pages if necessary. **DO NOT LEAVE BLANK SPACES.** Failure to supply the requested information may preclude an applicant from being eligible for assistance under this program.

7. PROCESSING FEE: **A non-refundable** $10.00 processing fee must accompany each application.

8. Completion of this application will determine your eligibility. Students never funded by NASF are considered **new** students. Continuing students (those who are currently funded by NASF) do not have to reapply or pay a $10.00 processing fee. Instead they will automatically receive a **Scholarship Renewal Form** that must be completed by June 1st. NASF does not place a maximum limit on the number of terms/semesters for funding. We consider our scholarships "lifetime" awards. Therefore, it is in your best interest to make time and a sincere effort to complete the application in its entirety.

FAXED APPLICATIONS AND/OR DOCUMENTS WILL NOT BE ACCEPTED.

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APPLICATION FORM (MUST BE TYPED) **NATIVE AMERICAN SCHOLARSHIP FUND, INC.**

8200 Mountain Road NE, Suite 203 • Albuquerque NM 87110 • 505-262-2351 •

SSN:____________ Term Applying for: Fall/Autumn 19____ Spring/Winter 19____ Summer 19____

Last Name:____________ First Name:____________ MI:______ Sex:_____

Birthdate:__________ Place of Birth:____________ Tribe:____________ Blood Quantum:_____

CURRENT MAILING ADDRESS: **PERMANENT MAILING ADDRESS:**

City:__________ State:______ Zip:________ City:__________ State:______ Zip:________

Home Phone (Area Code):____________ Home Phone (Area Code):____________

Name of University you will attend:____________

City:__________ State:________ Zip:________ Phone No.(Area Code):____________

College Level: ____Freshman ____Sophomore ____Junior ____Senior ____Graduate ____Post Graduate

Degree Objective (circle one): BA / BBA / BS / MA / MS / MBA / MSW / JD / MD / LPN / RN / DC / DPM / DVM / DDS

DO / Ed.D. / Ph.D. / Psy.D. Other:________ Field of Study:____________ Graduation Date:__________

Name and state of high school attended:____________ Graduation Date:__________

High school GPA on 4.0 scale:__________ High school class rank:__________ College GPA on 4.0 scale:__________

College entrance test scores: ACT (Composite):______ %ile:______ SAT Verbal:______ %ile:______ Math:______ %ile:______

Other Test Name (LSAT/MCAT/MAT/GRE/etc.): __________ Test Score:__________ Percentile:__________

Military Veteran:___Yes___No Branch of Service:__________ Dates of Military Service: From:_______ to_______

Marital Status: ____Single ____Married ____Divorced ____Widowed ____Separated ____Single Parent

Are you listed as a dependent on your parent's/guardian's federal tax return for the most recent tax year? ______Yes______No

Number of dependent children residing with you:_____ CHILDREN'S NAMES AGES

Number of persons in household:_____

List courses and grades in your major field of study (Please list high school grades if you are about to enter college):

COURSE TITLE/GRADE	COURSE TITLE/GRADE	COURSE TITLE/GRADE

Explain the relevance of the courses you have taken to your planned career:____________

List **all** information which would give an indication of your success in your chosen field. (Use additional page if necessary):

Awards/Honors earned in high school and/or college:

Membership/Leadership Roles:

Volunteer/Community efforts:

List **all** sources of funding to which you have applied, or to which you plan to apply. (Use additional page if necessary)

SOURCES	ADDRESS

DOCUMENTATION: The following documents are required by NASF for the review process. **It is the sole responsibility of the student to have all required documents submitted to NASF by the final deadlines.** Place documents in the following order:

A. Financial Needs Analysis. Original must be submitted by your Financial Aid Officer.

B. A copy of your college's cost bulletin (Student Tuition and Fees).

C. A copy of the IRS 1040 Federal Tax Return (Student's or Parent's) for the previous year.

D. Certificate of Indian Blood (CIB) [Proof of your enrollment with a federally recognized, state recognized, or terminated American Indian tribe. CIB must show your **blood quantum**].

E. Copies of applications and responses for other sources of funding.

F. An essay explaining your goals in life, college plans, career plans. One page is insufficient. **Be thorough.**

G. Three Letters of Recommendation. Writers of LOR should submit letters directly to NASF.

H. Official Transcripts: 1) Incoming Freshmen must submit final high school transcript; 2) Undergraduates must submit transcript for previous college work completed; 3) Graduates must submit undergraduate transcript.

I. A copy of Standardized Test Scores (ACT/SAT/GRE/MCAT/LSAT, etc).

J. DD 214 Form (military personnel).

K. Copy of Letter of Admission from an accredited college/university, or graduate school and degree program.

L. Processing Fee: $10.00 **non-refundable** (Money Orders or Personal Checks only. No Cash please).

M. Photograph (2" X 3" photo must be of good quality for use in NASF newsletters and/or publications).

CERTIFICATION: I hereby certify that information on this application is true, correct and complete to the best of my knowledge. I consent to the release of this information to other agencies and persons as necessary to determine my eligibility. I understand that any scholarship awarded to me will be disbursed as money becomes available to the Native American Scholarship Fund, Inc. (NASF). I also understand that I will be included in the NASF Directory of Graduates, and that my name, address, and phone number may be released for other possible scholarship sources, job prospects and opportunities related to my education and/or career. I also understand that NASF may release my name and photograph in any news releases and/or publications. If awarded a scholarship from the Native American Scholarship Fund, Inc., I agree to comply with all rules applicable to the award.

Student's Signature Date

Parent's Signature (If student is under 18 years) Date

NATIVE AMERICAN SCHOLARSHIP FUND, INC.

"Education is the seed that provides spiritual and individual growth."

A NONPROFIT ORGANIZATION

BOARD OF DIRECTORS

Rosa Winfree
(Lumbee)
President

Darrell Jeanotte
(Turtle Mountain Chippewa)
Vice President

Jodie Palmer
(Potawotami)
Treasurer

Deborah Hare
(Osage)
Secretary

Dr. Dean Chavers
(Lumbee)
Board Member

FINANCIAL NEEDS ANALYSIS

PART I: TO BE COMPLETED BY THE STUDENT

(Send form to college/university financial aid office for completion)

STUDENT NAME:______________________ SOC. SEC. NO:______________

ADDRESS:____

CITY:______________________ STATE:________ ZIP:________

COLLEGE/UNIVERSITY:______________________ MAJOR:______________

FUNDING REQUEST FOR: FALL 19____ [FT / PT] SPRING 19____ [FT / PT] SUMMER 19____ [FT /PT]

I hereby give permission to the Native American Scholarship Fund, Inc. to request and receive any information on my financial aid status and academic progress. I understand that I must apply to all federal, state, private, and institutional aid before being considered for NASF aid. I also understand that I am responsible for seeing that this form reaches the NASF by the deadline dates.

______________________________ ______________

Student Signature Date

PART II: TO BE COMPLETED BY FINANCIAL AID OFFICER

(Return to the Native American Scholarship Fund, Inc.)

COLLEGE NAME:____

ADDRESS:____

CITY:______________________ STATE:________ ZIP:________

EXPENSES:		RESOURCES:	
Tuition & Fees	$__________	Personal	$__________
Books & Supplies	$__________	Misc. Scholarships	$__________
Room & Board	$__________	BIA Scholarship	$__________
Transportation	$__________	Tribal Scholarship	$__________
Personal	$__________	Grants (PELL, etc.)	$__________
Other (Specify)	$__________	Loans (PERKINS, etc.)	$__________
		Work Study	$__________
		Veteran's benefits	$__________
		Other (Specify)	$__________
TOTAL EXPENSES:	$__________	TOTAL RESOURCES:	$__________

Has student been suspended from financial aid for failure to maintain satisfactory progress? YES or NO

If yes, when?______________ Has student applied for financial aid? YES or NO

Print name of person completing form:______________________________

Signature of person completing form:______________________________

Title:______________________ Phone No.______________ Date:__________

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(Lumbee)
Board Member

CERTIFICATE OF INDIAN BLOOD REQUEST FORM

PART I: STUDENT

To be considered for an NASF scholarship, you must: Be an enrolled member and possess 1/4 degree or more American Indian blood from a federally recognized, state recognized, or terminated U.S. tribe.

Upon completion of Part I, send form to your tribal enrollment agency or office (Bureau of Indian Affairs Agency). A CIB received directly from the tribal enrollment office is verification that the form was officially completed. **A CIB submitted by the applicant is not valid.**

SSN:__________ Maiden Name:__________

Last Name:__________ First Name:__________ MI:_____

Date of Birth:__________ Place of Birth:__________ Sex:_____

Mother's Maiden Name:__________ Father's Name:__________

Current Mailing Address:__________

City:__________ State:_____ Zip:_____

"I hereby authorize the release of tribal information relating to my tribal enrollment to the Native American Scholarship Fund for use in obtaining a scholarship."

____________________ __________

Applicant's Signature Date

****

PART II: TRIBAL ENROLLMENT OFFICER

Students applying for a scholarship from the Native American Scholarship Fund must provide an official Certificate of Indian Blood. We are requesting verification of tribal affiliation from your office. Complete and forward this document **directly to NASF** as soon as conveniently possible. This form is considered official if completed by a tribal enrollment official. **The Certificate of Indian Blood cannot be FAXED to meet deadlines. NO EXCEPTIONS.**

Tribe:__________ Degree of Indian Blood:_____

Census/Enrollment No:__________ Is applicant an enrolled member? _____Yes _____No

Is this U. S. Tribe: _____Federally recognized _____State recognized _____Terminated

Comments:__________

Signature:__________ Date:_____

Title:__________ Business Phone No.:__________

TO TRIBAL ENROLLMENT OFFICE: MAIL THIS FORM DIRECTLY TO NASF AT ADDRESS BELOW. THANK YOU.

BEST COPY AVAILABLE

8200 Mountain Road N.E., Suite 203 · Albuquerque, NM 87110 · (505) 262-2351 ·

Contributions are tax deductible · Made from recycled paper

ESSAY OUTLINE

INTRODUCTION: Please introduce yourself using your full name and your tribe. Please put your name and page number on each page.

ACADEMICS: State your grade point average, class rank, and ACT/SAT test scores from high school. State any test scores from standardized test such as CTBS, ITBS, LSAT, MCAT, GRE, WRAT, CAT, or Stanford. State why/how you made the grades and test scores that you did. State what grades you made in your field of interest and why. State how much time you spend studying each day or week. Describe any awards won in high school or college and their significance. List any clubs and honors and their significance. List any scholarships and how you won them. Describe any leadership positions you have held in high school or college, how you were elected and what your responsibilities were. Describe what courses you have taken to prepare you for college and your career and what you have learned so far which has inspired you. Tell us who or what inspired you to pursue your chosen field of study, and how that inspiration came to you.

CAREER PLANS: Explain what you plan to do after you finish college. Tell what your ultimate career goals are. Describe your personal interests and tell how they are related to your planned career. Describe your strengths and explain how they are used in your study for your planned career. Describe the requirements for the completion of your degree.

SERVICE TO INDIANS: Describe your plans to work with and benefit Indians. Tell how your work will directly benefit Indians. Tell us about your Indian heritage and what this means to you. Describe your ties to your Indian community and your experience in this community. Explain how your college education will directly contribute to your work with Indians.

LEADERSHIP AND SCHOLARSHIPS: Describe any elected or appointed positions in school or college and how they relate to your planned career. Describe any summer work relevant to your planned career and/or your service to Indians. Describe your membership in clubs and how it relates to your future. Describe all other sources of funds that you applied to and the results. Tell us what scholarships you have won and the amounts of funding you will receive from these scholarships. Explain what you will do if you do not receive a scholarship from the Native American Scholarship Fund.

IMPORTANT!! YOUR ESSAY MUST BE TYPED

LETTERS OF RECOMMENDATION OUTLINE

1. Please submit the letters of recommendation to NASF by the following deadline: March 15 (Summer); April 15 (Fall semester); September 15 (Winter/Spring semester).

2. **Letters of recommendation must be typed.** Be specific, not vague or general. Write formally and not informally. Do not ask NASF to follow up; instead, include all pertinent information in letter.

3. The following areas should be addressed in the letter of recommendation:

BACKGROUND:

- What is your relationship to the applicant?
- How long and how well have you known the applicant?
- In what capacity have you known the applicant? (i.e. teacher, advisor, employer, informally, friend, etc.)

ACCOMPLISHMENTS:

- Academics: What type of grades, test scores, honors, and awards has the applicant received?
- What type of leadership qualities has the applicant demonstrated?
- Describe the types of extracurricular activities the applicant has been involved in?
- Service to Indians: Describe the applicant's commitment to his/her tribe and Indian community?

POTENTIAL:

- Has the applicant lived up to his/her potential? Explain.
- If not, what evidence can you provide to demonstrate that he/she will?

WRITING YOUR SCHOLARSHIP ESSAY

The scholarship essay is your opportunity to communicate what makes you unique and why you should be chosen for the scholarship over other people. Write clearly and from your heart. Follow the essay preparation guideline that was provided with your application. Here are some suggestions to keep in mind when writing an essay:

- Timing: Don't procrastinate, especially if the school allows you to send in your essay separately from your application. It's best to mail the two together.
- Feedback: Students should ask someone they trust and respect--teacher, a counselor, employer, pastor or priest, parents or a sibling to look over the essay. Invite their comments.
- Rough drafts: Always write a rough draft and let it "cool off" for a day or two. You'll catch more mistakes that way.
- Proofread: Check, double-check, and then check it again for spelling and grammatical errors before you mail it.

The FOUR "C's" of writing a distinctive essay, you should be:

1. Creative: Write in an engaging, interesting manner. Use anecdotes, bits of dialogue and humor. But don't forget about structure. Grab the reader's attention in the first paragraph, and use the last paragraph to tie the essay together.
2. Concise: Be brief. The best essays are not necessarily long ones. Long, tedious essays tend to make college admissions officers impatient.
3. Casual: College essays aren't formal writing exercises. The tone should be casual, but not chatty.
4. Careful: Make sure the essay is grammatically correct, properly spelled and appropriately punctuated. Don't over-rely on your word processor's spell-checking program--it won't catch a wrong word if it's spelled correctly--"piers" instead of "peers", for example.

Sample Questions to address in your essay could include:

1. What do you hope to do with the education you'll receive at this institution?
   Strategy: Be positive about the school but don't go overboard with insincere praise.
2. Describe your relationship with anyone who has made a strong impact on your life.
   Strategy: Keep the essay personal. The committee wants to know your interaction with this person and what it has meant to you.

RECOMMENDATION LETTERS

Most scholarships will require at least two to four letters of recommendation from individuals (school officials, tribal leaders, employers, and others in important positions) who are familiar with your abilities, skills, accomplishments, and interests. Do not submit letters from friends, relatives, since most programs will not consider those.

To make the best possible choice among the people who can vouch for your abilities, put yourself in their shoes. How long has this person known you? Has s/he seen you progress? Does he like you? Is s/he a good, descriptive writer? Don't pick the teacher who has given you the highest grade if he doesn't really know you. Select the one who has seen you fail, struggle, work hard and finally make headway in (calculus).

Make it easy for your recommendation writers. First, ask if they are willing to write one. Then give them plenty of time--at least a month before the deadline--for submitting your application. It is important that those who write these letters for you have complete and current information about you so they can write the best possible recommendations. You can assist your letter-writers by completing the attached form with information about yourself. (You are welcome to make photocopies of these forms).

The person writing the letter for you is doing you a big favor. Be considerate. If they are rushed the quality of the letter will be diminished. Please give this scholarship request form to your letter-writer no less than *20 days* before the letter is due.

Here are comments from two longtime admission officers, David Evans of Harvard and Robert Thornton, now a vice-president at Teikyo University in Waterbury, CT. They say that the first advice they would give college applicants is to take care in selecting people to write recommendations.

A meaningless cliche-filled recommendation, Thornton says, has torpedoed many students' hopes. "Talk to your recommenders before asking them to write," says Evans. "Get a sense of how well they know you as a person. Ask them to write giving the impression that they know you as a person."

Thornton, co-author of Opening College Doors: How to Make the Admission Process Work for You, says: "I want to read who the person is, the essence of the person, not a litany of what the person has done."

Evans suggests students give teachers and counselors a few weeks to do the job. A letter written the night before it's sent probably won't be as good as one written at leisure.

NOTE: Please be sure to thank your letter-writer for their assistance; preferably write a short "Thank You" note to show your appreciation.

In order to write my letter of recommendation, you may need the following information about me.

Name:____________________ GPA and Class Rank:__________

Address and Phone Number:____________________________

Career Goal(s):____________________________

____

School Activities:____________________________

____

Awards, Honors:____________________________

____

School offices held:____________________________

____

Community Activities and offices held:____________________

____

Employment Record:____________________________

____

Teachers who know me the best:________________________

____

Financial Need (be very specific if need is a factor):________________

____

(Please attach any information that may be helpful to the letter-writer)

DATE:______________________

TO : __________________________________
(School advisor, counselor, employer, parishioner)

FROM : __________________________________

Name of Scholarship(s):____

Letter should be addressed to:____

Address:____

Date letter(s) due:____

Completed letter should be: *(Check one)*

___ Given to counselor ___ Mailed directly ___ Returned to me

This letter should emphasize: *(Check which is appropriate)*

1. GPA and Academic Record ____
2. School Activities ____
3. Community Involvement/Activities ____
4. Financial Aid ____
5. Career Goals ____
6. Personal Characteristics ____
7. Other (List) ____

Getting original letters is highly recommended

Often overlooked but important parts of a college application are recommendations. Admission officers say close calls in deciding who gets in often turn on what a letter-writer says — or doesn't say.

Robert Thornton, former admission officer at three colleges, says letters should say something original. "A litany of what the person has done," he says, can be a negative factor.

Here, borrowed from the book *College Planning for Dummies*, is a top 10 list of phrases teachers can use to show they don't care if a student gets into college:

By Web Bryant, USA TODAY

10 I recommend Brian for your consideration. (There's a difference between consideration and admission. College admission officers recognize it.)

9 Angela is definitely college material. (If not, she shouldn't be applying.)

8 Scott is involved in a range of activities. (Scott already told them that.)

7 Jamie's test scores are above average. (They know Jamie's test scores, and they know what the average is.)

6 Derrick appears to be enthusiastic in all my classes. (If you don't know Derrick well enough to know if he really is enthusiastic, they won't give much weight to anything else you say.)

5 Kathryn may well be equipped to handle the most rigorous college work. (Then again, she may well not be.)

4 Preston is one of the best I've ever taught. (They don't know who else you taught.)

3 The quality in Caroline that teachers appreciate most is her personality. (That doesn't say much for her schoolwork.)

2 When Jeffrey speaks, others listen. (A tired cliché is a clear sign of a letter written without much thought.)

And the No. 1 phrase teachers can use to Show They Don't Care If a Student Gets Into College:

1 In case you didn't notice, Allison took six AP courses and got all A's. (Hey! They noticed. That's their job.)

Your SAT score likely to go up 2nd time around

Think your SAT score is too low? Are you considering spending some bucks for a prep course to get a higher number when you take the test again?

Before you write the check, here's some advice from The College Board, the people who own the SAT: Even if you do nothing, your score very likely will increase on the second try.

College Board records show an average increase of 36 points — 18 each on the verbal and math sections of the test — for students taking it a second time.

And a College Board research report offers three reasons for the increase:

▶ Academic growth. In the time between tests, students acquire more knowledge, and their test-taking skills may improve.

▶ Practice. The first test makes a student familiar with SAT and types of questions it asks. That familiarity helps on the second try. Says The College Board: "Even an experienced test-taker will probably benefit somewhat from prior practice on the test."

▶ The SAT is not perfect. Different questions are asked on different versions of the test. The College Board's computers figured the Standard Error of Measurement on each version is 60 to 80 points. That means each student's score could differ 60 to 80 points — higher or lower — if the test contained the whole universe of questions on all SATs.

If a student takes the SAT every day for a week, The College Board says, "most of the scores would fall within this 60 to 80 point range."

More important for the test-taking student is that college admission officers also know this. That's why, when admission decisions are made, test scores usually are considered in ranges and a 30- to 40-point difference becomes insignificant.

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How to Locate Additional Scholarship Sources

All other sources includes the well known federal Financial Aid program, tribal aid, university scholarships and private scholarships. There are 30,000 or more private scholarship organizations in the United States. We encourage our applicants to look through private scholarship directories and to apply for all the scholarships for which they are eligible.

We recommend that students visit the largest library/campus library in their area and look up "Scholarships" in the reference section. This should lead to several directories.

There are many scholarships for high school seniors just going on to college and for entering freshmen; look for everything that will help you fund your education. For a free bibliography of scholarship directories, please contact the NASF at the address below.

We have found that engineering students can identify 30 or more scholarships. Social science students can identify approximately 20. Liberal arts students can usually identify about 10 to 15.

How to Receive More Information

To obtain additional information from our organization, please call, write, or visit our office at:

Native American Scholarship Fund

8200 Mountain Road NE, Suite 203
Albuquerque, NM 87110
(505) 262-2351 • Fax (505) 262-0534

NASF is supported by private donations from individuals, foundations, and corporations. We are not government funded.

Contributions to NASF are tax deductible.

Examples of Major Fields of Study:

SCIENCE
- Biology
- Chemistry
- Physics
- Hydrology
- Zoology
- Astronomy
- Geology
- Medicine
  - Medical Doctor
  - Nursing
  - Physical Therapy
  - Dietitian
  - Health Administration
- Natural Resources
  - Wildlife Management
  - Range Management
  - Forestry/Silviculture
  - Fisheries Management
- Veterinarian

ENGINEERING
- Genetic Engineering
- Mechanical Engineering
- Aeronautical Engineering
- Civil Engineering
- Agricultural Engineering
- Electrical Engineering
- Industrial Engineering

BUSINESS
- Accounting
- Marketing
- Management
- Retailing
- Hotel & Restaurant
  Management
- Economics
- Finance
- Banking

MATH
- Mathematics
- Statistics
- Systems Theory
- Topology

COMPUTERS
- Computer Programming
- Computer Design
- Computer Technology
- Computer Science

EDUCATION
- Priority Areas:
  - Math Teaching
  - Biology Teaching
  - Chemistry Teaching
  - Computer Teaching
- Non Priority Areas:
  - All other education majors

NATIVE AMERICAN SCHOLARSHIP FUND

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MESBEC
PROGRAM

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8200 Mountain Road NE, Suite 203
Albuquerque, NM 87110

(505) 262-2351 • Fax (505) 262-0534

"Education is the seed that provides spiritual and individual growth."

Our Symbol and Purpose

The shaded circle of our logo represents the circle of life and symbolizes the rising to enlightenment through education. The corn stalk in the center represents growth and abundance, and has been carefully placed in the center of the circle to represent the path of the good "red road."

The Native American Scholarship Fund (NASF) was chartered in 1986 to meet the needs of tribes, Indian communities, and tribal organizations for professionally trained Native Americans.

The purpose of NASF is to improve the quality of life for Indian people through education. We are a grass-roots organization, Indian-run, and reservation-oriented. NASF raises funds to provide scholarships to high achieving American Indians in the fields critical to the economic, social, environmental, educational, and business development of Indian Communities.

Designed exclusively for NASF by *The Produxion Department*•
Red Bank, NJ • (908) 530-7782
May 15, 1996

MESBEC

The program for math, engineering, science, business, education, and computers (MESBEC) is a source for high achieving Native American students planning to study, or presently studying, in these fields.

NASF also funds students in the fields of social science, humanities, and liberal arts.

About the Scholarship Program

Our scholarship program operates nation-wide. NASF is not a need-based organization. Our scholarships are awarded on merit and on the basis of the students we think will most likely improve the lives of Indian people.

Native American students must attend an accredited four-year college or university. Awards may be in the form of grants, loans, or a combination of both. Competition for scholarship funding is intense. Priority is given to students entering the MESBEC fields. Applicants may be entering freshmen, undergraduate students, graduate students, and Ph.D. candidates.

The Board of Directors reads and ranks applications from students. All applications are confidential and cannot be released to any other entity without the written consent of the applicant.

Requirements

- Students must be 1/4 degree American Indian, and be an enrolled member of a U.S. tribe. "U.S. tribe" is defined as federally recognized, state recognized, or terminated.
- Students must attend a four year accredited college or university on a full-time basis.
- Students must have a high G.P.A.
- Students must have a high ACT and/or a high SAT score.
- Students must also apply to all other sources of funding for which they are eligible.

Students should have clear goals about what they want to accomplish in life, and should have begun preparing for this work. Their goals must be related to the betterment of Indian people or betterment of an Indian Tribe or Community. Progress toward accomplishing a goal may be demonstrated by study, work, volunteerism, extracurricular activities, leadership roles, and letters of recommendation.

Students with no clear goals are discouraged from applying.

(We do not provide emergency funding.)

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Deadlines for Applications

- **March 15** .... Summer School
- **April 15** .... Fall Semester or Quarter
- **September 15** ...... Spring Semester or Winter Quarter

(No extensions granted)

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The Basic Academic Subjects

Study in the Basic Academic Subjects provides the detailed knowledge and skills necessary for effective work in college. Students who intend to go to college will need this basic learning in order to obtain the full benefits of higher education. This learning provides the foundation for college study in all fields.

For successful college work in certain fields, students will need more than this basic learning. This chapter also outlines the more extensive learning necessary for studying in those fields.

The Basic Academic Subjects are English, the Arts, Mathematics, Science, Social Studies, and Foreign Language. Although these subjects are presented separately, they depend on each other in many ways.

The Basic Academic Subjects are presented in two parts: the first explains *why* preparation in a subject is important for college entrants; the second outlines *what* college entrants need to know and be able to do in that subject area.

The knowledge and skills needed for college are *outcomes* of secondary school study. These outcomes can be achieved in a variety of ways. Consequently, although *Academic Preparation for College* is intended to provide a framework for designing secondary school curricula, this chapter itself does not describe such curricula. It does not give specific course titles and contents. It goes beyond prescribing years of study to describe what students actually need to learn as a result of their study. It outlines the knowledge and skills that students will need in order to have a fair chance of getting full value from their college education.

Acquiring the knowledge and skills provided by the Basic Academic Subjects involves careful selection of courses and sustained study before college. It is important, therefore, to indicate why students preparing for college need to make this effort and what they need to learn in the course of their high school work.

English

Why?

The arts and skills of English have been at the core of college preparation for generations, and so they are today in the midst of enormous technological and social change. The skills of reading, writing, listening, and speaking will be necessary as college students are called on to read a wide variety of materials; to write essays, reports, and term papers; to express themselves aloud; and to listen to and learn from discussions and lectures. English language skills serve as the foundation for all these activities.

The technology created in today's communications revolution will be used by people, and it is the education of these individuals that commands attention. Language--written and spoken, heard and read--is central to that education. Competence in language serves a variety of purposes; accomplishing the business of daily life, communicating attitudes and ideas, expanding thought, and informing the imagination.

Because language skills are interrelated, it is not possible to isolate them in practice, even though here they are outlined separately. Moreover, while this statement includes outcomes in reading, writing, and speaking and listening as part of the study of English, it is evident that such abilities are important to and should be developed in every subject. Although literature, language, and composition may be the special province of English, competence in writing, for example, pertains to all academic disciplines. Thus, skill in writing should be developed in other subjects as well as in English.

What?

The learning outcomes in the next three groups either provide greater detail concerning the Basic Academic Competencies in reading, writing, and speaking and listening outlined in Chapter II, or they go beyond those competencies to specify additional learning outcomes. College entrants will need the following preparation in English.

Reading and Literature

- The ability to read critically by asking pertinent questions about what they have read, by recognizing assumptions and implications, and by evaluating ideas.
- The ability to read a literary text analytically, seeing relationships between form and content.
- The ability to read with understanding a range of literature, rich in quality and representative of different literary forms and various cultures.
- Interest in and a sense of inquiry about written works.
- The ability to respond actively and imaginatively to literature.

Writing

- The recognition that writing is a process involving a number of elements, including collecting information and formulating ideas, determining their relationships, drafting, arranging paragraphs in an appropriate order and building transitions between them, and revising what has been written.
- The ability to write as a way of discovering and clarifying ideas.
- The ability to write appropriately for different occasions, audiences, and purposes (persuading, explaining, describing, telling a story).
- Skill and assurance in using the conventions of standard written English.

Speaking and Listening

- The ability to engage in discussions as both speaker and listener--interpreting, analyzing, and summarizing.
- The ability to contribute to classroom discussions in a way that is readily understood by listeners--that is, succinct and to the point.
- The ability to present an opinion persuasively.
- The ability to recognize the intention of a speaker and to be aware of the techniques a speaker is using to affect an audience.
- The ability to recognize and take notes on important points in lectures and discussions.
- The ability to question inconsistency in logic and to separate fact from opinion.

Language

College entrants will also need to understand in some depth the following principles concerning the English language.

- English, like every other language, operates according to grammatical systems and patterns of usage.
- English continues to undergo change.
- English is influenced by other languages, both ancient and modern.
- English has several levels of usage, and consequently the language appropriate in some situations may not be appropriate in others.
- English has many dialects.
- English words, like those of other languages, gather meaning from their context and carry connotation.

The Arts

Why?

The arts--visual arts, theater, music, and dance--challenge and extend human experience. They provide means of expression that go beyond ordinary speaking and writing. They can express intimate thoughts and feelings. They are a unique record of diverse cultures and how these cultures have developed over time. They provide distinctive ways of understanding human beings and nature. The arts are creative modes by which all people can enrich their lives both by self-expression and response to the expressions of others.

Works of art often involve subtle meanings and complex systems of expression. Fully appreciating such works requires the careful reasoning and sustained study that lead to informed insight. Moreover, just as thorough understanding of science requires laboratory or field work, so fully understanding the arts involves first-hand work in them.

Preparation in the arts will be valuable to college entrants whatever their intended field of study. The actual practice of the arts can engage the imagination, foster flexible ways of thinking, develop disciplined effort, and build self-confidence. Appreciation of the arts is integral to the understanding of other cultures sought in the study of history, foreign language, and social science. Preparation in the arts will also enable college students to engage in and profit from advanced study, performance, and studio work in the arts. For some, such college-level work will lead to careers in the arts. For many others, it will permanently enhance the quality of their lives, whether they continue artistic activity as an avocation or appreciation of the arts as observers and members of audiences.

What?

Students going to college will profit from the following preparation in the arts.

- The ability to understand and appreciate the unique qualities of each arts.
- The ability to appreciate how people of various cultures have used the arts to express themselves.
- The ability to understand and appreciate different artistic styles and works from representative historical periods and cultures.
- Some knowledge of the social and intellectual influences affecting artistic form.
- The ability to use the skills, media, tools, and processes required to express themselves in one or more of the arts.

College entrants also will profit from more intensive preparation in at least one of the four areas of the arts: visual arts, theater, music, and dance.

☼ ☼ ☼ ☼

If the preparation of college entrants is in the *visual arts*, they will need the following knowledge and skills.

- The ability to identify and describe--using the appropriate vocabulary--various visual art forms from different historical periods.
- The ability to analyze the structure of a work of visual art.
- The ability to evaluate a work of visual art.
- To know how to express themselves in one or more of the visual art forms, such as drawing, painting, photography, weaving, ceramics, and sculpture.

☼ ☼ ☼ ☼

If the preparation of college entrants is in *theater*, they will need the following knowledge and skills.

- The ability to identify and describe--using the appropriate vocabulary--different kinds of plays from different historical periods.
- The ability to analyze the structure, plot, characterization, and language of a play, both as a literary document and as a theater production.
- The ability to evaluate a theater production.
- To know how to express themselves by acting in a play or by improvising, or by writing a play, or by directing or working behind the scenes of a theater production.

☼ ☼ ☼ ☼

If the preparation of college entrants is in *music*, they will need the following knowledge and skills.

- The ability to identify and describe--using the appropriate vocabulary--various musical forms from different historical periods.
- The ability to listen perceptively to music, distinguishing such elements as pitch, rhythm, timbre, and dynamics.
- The ability to read music.
- The ability to evaluate a musical work or performance.
- To know how to express themselves by playing an instrument, singing in a group or individually, or composing music.

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If the preparation of college entrants is in *dance*, they will need the following knowledge and skills.

- The ability to identify and describe--using the appropriate vocabulary--dances of various cultures and historical periods.
- The ability to analyze various techniques, styles, and choreographic forms.
- The ability to evaluate a dance performance.
- To know how to express themselves through dancing or choreography.

Mathematics

Why?

All people need some knowledge of mathematics to function well in today's society. Mathematics is an indispensable language of science and technology, as well as business and finance. All people, therefore, need some fluency in this language if they are to contribute to and fare well in our contemporary world.

More than at any time in the past the knowledge and appreciation of mathematics is essential to students' intellectual development. The advances of recent years in computer science and other highly technical fields such as space science have opened new horizons to those trained in mathematics. Young people who avail themselves of the opportunity to gain strong preparation in mathematics and in the sciences not only will grow intellectually but also keep open the door to a wide range of career choices.

Students going to college need mathematical skills beyond the elementary ones. They need a knowledge of computing to deal with the new age of computers and information systems. They need a knowledge of algebra, geometry, and functions to major in a wide range of fields, from archaeology to zoology. They need a knowledge of statistics for such fields as business, psychology, and economics.

More extensive knowledge and skills, including preparation for calculus, will be needed by college entrants who expect to take advanced mathematics courses or to major in such fields as engineering, economics, pre-medicine, computer science, or the natural sciences.

What?

The following learning outcomes in some cases provide greater detail concerning the Basic Academic Competency in mathematics outlined in Chapter II and the computer competency described in Chapter III, but in other cases go beyond the competencies to specify further outcomes of the study of mathematics. College entrants will need the following basic mathematical proficiency.

- The ability to apply mathematical techniques in the solution of real-life problems and to recognize when to apply those techniques.
- Familiarity with the language, notation, and deductive nature of mathematics and the ability to express quantitative ideas with precision.
- The ability to use computers and calculators.
- Familiarity with the basic concepts of statistics and statistical reasoning.
- Knowledge in considerable depth and detail of algebra, geometry, and functions.

More specifically, college entrants will need the following preparation in mathematics.

Computing

- Familiarity with computer programming and the use of prepared computer programs in mathematics.
- The ability to use mental computation and estimation to evaluate calculator and computer results.
- Familiarity with the methods used to solve mathematical problems when calculators or computers are the tools.

Statistics

- The ability to gather and interpret data and to represent them graphically.
- The ability to apply techniques for summarizing data using such statistical concepts as average, median, and mode.
- Familiarity with techniques of statistical reasoning and common misuses of statistics.

Algebra

- Skill in solving equations and inequalities.
- Skill in operations with real numbers.
- Skill in simplifying algebraic expressions, including simple rational and radical expressions.
- Familiarity with permutations, combinations, simple counting problems, and the binomial theorem.

Geometry

- Knowledge of two- and three-dimensional figures and their properties.
- The ability to think of two- and three-dimensional figures in terms of symmetry, congruence, and similarity.
- The ability to use the Pythagorean theorem and special right triangle relationships.
- The ability to draw geometrical figures and use geometrical modes of thinking in the solving of problems.

Functions

- Knowledge of relations, functions, and inverses.
- The ability to graph linear and quadratic functions and use them in the interpretation and solution of problems.

College entrants expecting to major in science or engineering or to take advanced courses in mathematics or computer science will need the following more extensive mathematical proficiency.

Computing

- *The ability to write computer programs to solve a variety of mathematical problems.*
- *Familiarity with the methodology of developing computer programs with considerations of design, structure, and style that are an important part of this methodology.*

Statistics

- *Understanding of simulation techniques used to model experimental situations.*
- *Knowledge of elementary concepts of probability needed in the study and understanding of statistics.*

Algebra

- *Skill in solving trigonometric, exponential, and logarithmic equations.*
- *Skill in operations with complex numbers.*
- *Familiarity with arithmetic and geometric series and with proofs by mathematical induction.*
- *Familiarity with simple matrix operations and their relation to systems of linear equations.*

Geometry

- *Appreciation of the role of proofs and axiomatic structure in mathematics and the ability to write proofs.*
- *Knowledge of analytic geometry in the plane.*
- *Knowledge of the conic sections.*
- *Familiarity with vectors and with the use of polar coordinates.*

Functions

- *Knowledge of various types of functions including polynomial, exponential, logarithmic, and circular functions.*
- *The ability to graph such functions and to use them in the solution of problems.*

Science

Why?

Science--the study of the natural world--is both useful and rewarding in its own right. It provides a sense of the order in the universe and is one of civilization's major intellectual achievements. It is fueled by the same creativity required for art, music, or literature. It relies on curiosity, objectivity, and healthy skepticism. The study of science, then, is excellent preparation for college regardless of students' intended field of concentration.

Technology, which grows out of scientific discovery, has changed and will continue to change the world in which we live. Our society relies more and more on complex technology. Today's industry, agriculture, business, and professions require people trained in science and technology.

Scientific and technological developments have resulted in complex social issues that must be intelligently addressed. Such developments include: nuclear power, genetic engineering, fertilizers and pesticides, robotics, information and data processing, and organ transplantation. An evaluation of the benefits and risks inherent in these developments requires a knowledge and understanding of science and its methods.

College-bound students will need sufficient scientific knowledge to be aware of themselves as biological organisms in a physical world, to take advantage of career options requiring study of science, and to function effectively as responsible citizens in a society increasingly shaped by science and technology. They will need not only to know about science but also to understand the fundamentals of how to carry out scientific work.

What?

College entrants will need the following preparation in science.

Laboratory and Field Work

- The ability to distinguish between scientific evidence and personal opinion by inquiry and questioning.
- The ability to recognize the role of observation and experimentation in the development of scientific theories.
- Sufficient familiarity with laboratory and field work to ask appropriate scientific questions and to recognize what is involved in experimental approaches to the solutions of such questions.
- The skills to gather scientific information through laboratory, field, and library work.
- The ability to organize and communicate the results obtained by observation and experimentation.

Mathematical Skills

- A quantitative understanding of at least one field of science--an understanding that employs the basic mathematical proficiency for all college entrants outlined in the foregoing description of learning outcomes in mathematics.
- The ability to interpret data presented in tabular and graphic form.
- The ability to draw conclusions or make inferences from data.
- The ability to select and apply mathematical relationships to scientific problems.
- The ability to use mathematical relationships to describe results obtained by observation and experimentation.
- The ability to interpret, in nonmathematical language, relationships presented in mathematical form.

Fundamental Concepts

- Understanding in some depth of the unifying concepts of the life and physical sciences such as cell theory, geological evolution, organic evolution, atomic structure, chemical bonding, and transformations of energy.

Detailed Knowledge

College entrants will need detailed knowledge of at least one field of science, ordinarily the field in which they have a quantitative understanding. This detailed knowledge could be in the earth sciences or in one of the newer, interdisciplinary fields of science. It could also be in one of the more traditional fields: biology, chemistry, or physics.

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In *biology* such detailed knowledge includes the central concepts, principles, and basic factual material of most, if not all, of the following topics: molecular and cellular aspects of living things, structure and function in plants and animals, genetics, evolution, plant and animal diversity and principles of classification, ecological relationships, and animal behavior.

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In *chemistry* such detailed knowledge includes the central concepts, principles, and basic factual material of most, if not all, of the following topics: states of matter, structure of matter, solutions, reactions of matter (including acid-base and oxidation-reduction), stoichiometry, energy changes in chemical reactions, equilibrium, kinetics, and descriptive chemistry (including periodic classification, metals, nonmetals, and introductory organic chemistry).

In *physics* such detailed knowledge includes the central concepts, principles, and basic factual material of most, if not all, of the following topics: mechanics, optics, wave phenomena, electricity and magnetism, heat and kinetic theory, atomic and nuclear physics, and relativity.

College entrants expecting to major in scientific fields will need the more extensive mathematical proficiency for such students outlined in the mathematics section. Additional quantitatively based scientific study will also be important.

Social Studies

Why?

The social studies focus on the complexity of our social environment. The subject combines the study of history and the social sciences and promotes skills in citizenship.

We live in a distinct kind of society and all people need to understand how such modern societies function and how they have developed. They need information concerning past civilizations and their links to present ones.

If people are to perform effectively as citizens in a democratic society, they need knowledge about central institutions and values in their own society and in other major societies around the world. They need to understand the international context of contemporary life. Defining problems and employing various kinds of information in seeking solutions to those problems require the analytical skills developed in the study of history and the social sciences.

Preparation in social studies will be important to college entrants in other ways. It will help them understand major and exciting discoveries about human beings and their social environment as well as the practical results of these discoveries. It will help them understand the context for the arts and sciences. It will help them prepare for advanced work in history and the social sciences, including anthropology, economics, geography, political science, psychology, and sociology.

What?

All college entrants will need the following general understanding of the social sciences.

- Basic factual knowledge of major political and economic institutions and their historical development.
- Basic factual knowledge of the social and cultural fields of history.
- An introductory knowledge of the content and concepts of the social sciences.
- A grasp of major trends in the contemporary world (for example, nationalism or urbanization).
- Familiarity with a variety of written, numerical, and visual forms of data.
- Familiarity with the techniques of quantitative and nonquantitative analysis.
- Familiarity with diverse interpretations of data.

History

College entrants will need certain general knowledge and skills in political, social, and cultural history.

- Some understanding of the relationship between present and past, including contrasts between contemporary institutions and values and those of the past, the reasons for these contrasts, and leading continuities between past and present.
- Some understanding of how to approach the problem of change over time.
- The ability to recognize historical cause and effect.
- The ability to identify major historical turning points.
- Some ability to develop historical interpretations.

More specifically, college entrants will need the following basic knowledge.

World History, Geography, and Cultures

- The basic features of major societies and cultures in the contemporary world: their geography, major economic and social structures, political systems, and religious.
- The historical developments underlying present connections and similarities among the world's peoples, and the major differences dividing them.
- The chronology and significance of major events and movements in world history (for example the Renaissance, the Industrial Revolution, and the spread of Islam).
- The international context of contemporary diplomacy and economics.

United States History

- The relationship between events and historical trends in the United States and trends elsewhere in the world, developed through analysis of major similarities and differences.
- The interaction among peoples of different national origins, races, and cultures and how such interaction has shaped American history.
- The chronology and impact of political events, development of governmental and other social institutions, technological and environmental changes, and changes in social and cultural values.

Social Science

College entrants will need the following basic knowledge and skills in the social sciences.

- The ability to understand basic information developed by the social sciences, including statistical data and other materials.

- Familiarity with the basic method of the social sciences, that is, with the framing and empirical testing of hypotheses.
- A basic understanding of at least one of the social sciences and of how its practitioners define and solve problems.
- Familiarity with how to explore a social problem or social institution by means of ideas drawn from several social sciences.

Foreign Language

Why?

Knowledge of another language fosters greater awareness of cultural diversity among the peoples of the world. Individuals who have foreign language skills can appreciate more readily other peoples' values and ways of life. Knowledge of a foreign language serves two other important purposes: it permits informal communication and it facilitates the exchange of ideas and information in such areas as commerce, diplomacy, science, technology, law, and the arts.

By learning another language people gain greater insight into the workings of their native language. They also can come to realize that the patterns of their native language are only one way of viewing the world. They learn how to interpret experience in other ways and to understand the close connection between language and thought.

We live in a multicultural nation. Many people speak a home language other than English. Some of these people seek to improve their proficiency in that other language and to preserve their cultural heritage. In doing so they preserve and develop a valuable national resource.

The classical languages and their literatures show the pervasive influence of Greek and Roman cultures on social and political institutions throughout Western history. Many of the words of English, Spanish, and the other major Western languages are derived from Latin. Besides such derivatives, actual words and phrases from the classical languages are present in English, particularly in law and medicine.

College entrants need a background in another language to engage in advanced study in such fields as languages, literature, and history. Knowledge of a foreign language helps students prepare for careers in commerce, international relations, law, science, and the arts.

What?

College entrants will need proficiency in another language and culture that provides the following skills.

- The ability to ask and answer questions and maintain a simple conversation in areas of immediate need and on very familiar topics.
- The ability to pronounce the language well enough to be intelligible to native speakers.
- The ability to understand, with some repetition, simple questions and statements.
- The ability to read and understand the information presented in a simple paragraph.
- The ability to write a short paragraph on a familiar topic.
- The ability to deal with some everyday situations in the culture such as greetings, leave-takings, buying food, and asking directions.

Students with this basic proficiency will also need some knowledge of the culture, history, and life patterns of the society/societies in which the language is spoken.

College entrants who expect to follow an advanced program of study in another language or in other subjects requiring language skills will need a greater proficiency that provides the following skills.

- *The ability to engage in conversation about such subjects as school activities, personal interests, and autobiographical information.*
- *The ability to understand the essential points of a lecture, narrative, or explanation delivered at moderate speed.*
- *The ability to read and comprehend some literature and most factual information in nontechnical prose such as newspaper articles addressed to the general reader.*
- *The ability to write several paragraphs of reasonably coherent and correct prose to produce summaries, descriptions of events, or social correspondence.*
- *The ability to handle routine social situations in a culturally correct manner showing understanding of common rules of how individuals behave toward one another.*

Students with this greater proficiency also will need some knowledge of the history, geography, institutions, current political situation, and the intellectual and artistic achievements of the society or societies in which the language is spoken.

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Learning outcomes in a classical language take a different form, since Latin and ancient Greek are generally taught not as spoken languages but as literary languages. Thus, the two principal outcomes are reading comprehension and some knowledge of Roman or Greek culture. The proficiency expected of college entrants whose language preparation is in Latin or Greek is reflected in the following skills.

- The ability to understand reading materials of low difficulty, that is, adapted or simplified texts.
- The ability to give a reasonably accurate account of the contents of the reading material by answering questions, paraphrasing, or summarizing.

Students intending to undertake advanced study in a classical language will need, in addition, the following skills.

- *The ability to understand authentic unsimplified prose or poetry without undue reliance on a dictionary.*
- *The ability to translate prose or poetry into reasonably accurate English.*

FILLING OUT THE APPLICATION

The application is your opportunity to present yourself and create a first impression for the scholarship review committee. Scholarship or college applications are some of the most important applications you will ever fill out. It's worth a little extra effort—allow plenty of time to complete your application. Leave no blanks on the application.

STEPS IN PROCESSING STUDENT APPLICATIONS

1. The student completes an application by the deadline.
2. The student is notified that the application is complete via our application checklist.
3. The Recruiter prepares the application for reading and ranking by the NASF Board of Directors.
4. The NASF Board of Directors read and rank the applications received. (Reading and Ranking Sheet attached)
5. The Recruiter prepares a roster of ranking scores for all students.
6. The Executive Director and the Recruiter determine how many students can be funded based on the annual budget.
7. The Recruiter determines the amount of scholarship funds to be awarded based on the Financial Need Analysis and other income available to student.
8. Students are notified of acceptance via an Award Letter.
9. Students accept or reject the offer of scholarship assistance.
10. The Business Manager makes regular payments to students, who acknowledge their payments via a Student Payment Acknowledge Form (attached).

NATIVE AMERICAN SCHOLARSHIP FUND, INC.

"Education is the seed that provides spiritual and individual growth."

NATIVE AMERICAN SCHOLARSHIP FUND

A NONPROFIT ORGANIZATION

UNDERGRADUATE
READING & RANKING FORM

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(Osage)
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(Lumbee)
Board Member

APPLICANT: ____________ RATER: ____________ TOTAL POINTS: ____________

A. ACADEMICS (20 Points)

1. Grade Point Average (GPA)
    a. high school
    b. college
2. Class Rank (high school)
3. Awards won (high school/college)
4. Honors won (high school/college)
5. Grades in major field of study
6. Test Scores:
    a. Standardized test scores (WRAT, ITBS, CTBS, CAT, Stanford, etc.)
    b. College entrance scores (ACT, SAT)

B: CAREER PLANS: ESSAY (20 Points)

1. Essay is clear, focused, and organized
2. Career goals are defined
3. Personal interests are described
4. Aptitudes are explained
5. Commitment to field of study is clear
6. Knowledge for requirements for field is clear

C. PROBABILITY OF FUTURE SERVICE TO INDIAN COMMUNITY (15 Points)

1. Ties to the Indian community
2. Experience in the Indian community

D. EXTRACURRICULAR (5 Points)

1. Elected positions in school
2. Merit (earned) positions in school
3. Summer training and/or work
4. Work experience
5. Membership in clubs

E. OTHER SOURCES OF FUNDING (25 Points)

1. Documentation is provided
2. Evidence of other sources identified
3. Evidence of other sources applied to
4. Number and amount of awards

F. COMMITMENT AND PREPARATION (15 Points)

1. Relevancy of courses taken in career
2. Evidence of commitment to field of study
3. Prior leadership roles
4. Quality of Letters of Recommendation
5. Relationship of letter writer to applicant
6. Prior accomplishments of applicant

ADDITIONAL COMMENTS: ____________

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GRADUATE
READING & RANKING FORM

APPLICANT: ____________ RATER: ________ TOTAL POINTS: ________

A. ACADEMICS (25 Points)

1. Grade Point Average (GPA)
   a. Undergraduate
   b. Graduate
2. Class Rank (high school)
3. Awards won (high school/college)
4. Honors won (high school/college)
5. Grades in major field of study
6. Test Scores:
   a. Standardized test scores (WRAT, ITBS, CTBS, CAT, Stanford, etc.)
   b. College entrance scores (ACT, SAT, GRE, LSAT, etc.)

B. CAREER PLANS: ESSAY (15 Points)

1. Essay is clear, focused, and organized
2. Career goals are defined
3. Personal interests are described
4. Aptitudes are explained
5. Commitment to field of study is clear
6. Knowledge for requirements for field is clear

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STUDENT PAYMENT ACKNOWLEDGMENT FORM

DATE ____________________

Dear Student;

Upon receipt of a scholarship payment, please sign and date this form and return to NASF in the enclosed return envelope. We need these forms for our records, and your cooperation is greatly needed and appreciated.

Thank you,

Cassie Szeluga,
Business Manager

I, ____________________________________, am in receipt of

check #_________________ in the amount of _______

from Native American Scholarship Fund.

Date received__________________ Signature__________________

Comments:____

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STRATEGIES FOR APPLYING FOR FINANCIAL AID: *Preparation, Persistence, and Patience*

Persons of ***Native American*** descent who are interested in applying for financial aid at colleges and university may be helped by these suggestions:

First, take time to contact funding sources directly before contacting the financial aid office at the college or university in which the student wants to enroll. Use this packet of information to identify educational grants and aid for which the student may qualify. Use the telephone numbers and addresses provided to obtain as much information about specific grants and scholarships and their requirements as possible.

Second, be sure that the person who intends to apply for financial aid is eligible and qualifies for the grant, scholarship, fellowship or other type of aid. Do not apply for funding for which the applicant clearly cannot qualify. On the other hand, do not hesitate to ask questions about funding where there is any reasonable chance that eligibility criteria can be satisfied.

Third, when you have learned as much as you can from the source(s) of the financial aid, call the college or university financial aid office and make an appointment with a financial aid officer. Take all the information that you have obtained with you when you go to speak to a college or university office of financial aid. The more information that you bring the financial aid officer about the applicant's eligibility, the more productive this meeting will be.

Fourth, do not assume that all financial aid officers are familiar with all sources of Native American educational aid. Instead, assume that you may need to help the financial aid officer to learn about such sources. Unless a school has a long experience with grants-in-aid for Native Americans, many financial aid officers may not be familiar with specific funding sources of educational grants and scholarships for Native Americans.

Fifth, be persistent, but patient. If you have contacted a funding source and think that you are eligible for the financial aid, be patient while the financial aid officer learns about grants from Native Americans, but be persistent in your request for support. Also, remember that Native Americans can qualify for other minority student tuition waivers or other minority programs. Consider all sources of funding.

There'll be times when you will think the financial-aid process was designed to discourage you. Keep this page for those moments.

A 10-Step Program

WHILE THE ALPHABET SOUP OF FINANCIAL AID MAY SEEM overwhelming, it becomes manageable if you break it down into consecutive steps. Here is a convenient guide:

1. APPLY FOR AID BEFORE BEING accepted. Students should inquire about the required financial-aid forms when requesting admissions applications, and start the financial-aid process six to nine months before they plan to enter school. It's a good idea to check with the financial-aid office at each school and create a checklist of when all applications and forms are due.

2. PICK UP A COPY OF THE FREE Application for Federal Student Aid (FAFSA) from your high-school guidance office or from any college or university financial-aid office. FAFSA usually comes out in November. Send the completed form to the United States Department of Education, Office of Federal Student Aid Programs, as soon as possible after Jan. 1 of the year you will be attending college. The government's deadline is June 30, but remember that many schools often set deadlines of March 1 or earlier. A software version of the FAFSA, called the FAFSA Express, is also available through the Department of Education at 800-433-3243. Students can get a software version of the FAFSA Express through the Internet on the Kaplan Student Loan Information Program Web site at http://www.kaploan.com.

3. IF YOU ARE CONSIDERING APPLYING to a private school, you should find out if the school requires the Financial Aid PROFILE, a customized application for institutional aid that's made available by The College Scholarship Service (CSS). If so, you will have to send in a registration for the PROFILE first. Then, within two to three weeks, you will receive the application from CSS. Deadlines for the PROFILE are determined by individual schools; some are as early as December.

4. APPROXIMATELY THREE TO four weeks after submitting the FAFSA and/or the PROFILE, you and the schools you've selected will receive acknowledgments from the federal government and/or CSS. If you submit the FAFSA only, you will receive a Student Aid Report (SAR). Review the SAR to make sure all the information is accurate.

5. BOTH THE PROFILE and the SAR will tell you the so-called "expected family contribution" (EFC). The EFC is the out-of-pocket expense that you and/or your family are expected to contribute to your education. The schools you designate on your application also receive the information about your EFC and use it to compile your financial-aid award.

6. BEGINNING IN APRIL, YOU should receive an award letter from the financial-aid office of each college to which you have been accepted. The award letter states the type and amount of financial aid you are being offered.

7. REVIEW AWARD LETTERS TO make sure they reflect accurate information.

8. MOST STUDENTS GET MONEY from a number of programs. The school's financial-aid administrator will combine the programs in a "package." This will be a combination of grants, scholarships, work-study programs, state grants and low-interest loans. If the package from a particular school is disappointing, it is possible to contact the financial-aid office and try to negotiate for a better package—especially if another school has offered you a better package.

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Early bird: *Apply for aid before you get accepted*

9. YOU AND YOUR FAMILY MAY decide to seek additional funds by applying for a federal Parent Loan for Undergraduate Students (PLUS), a Federal Stafford Loan or a privately insured supplemental educational loan. Students planning to attend school in the fall will generally complete and return student-loan applications to a loan provider during the month of May.

10. THE LOAN PROVIDER REVIEWS and forwards the completed loan application to the student's college financial-aid office for certification. After certification of eligibility, the loan funds are sent to the college or university.

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FINANCIAL AID

Financial aid can help many families meet college costs. Every year millions of students apply for and receive financial aid. In fact, almost one-half of all students who go on for more education after high school receive financial aid of some kind. There are three main types of financial assistance available to qualified students at the college level:

- **Grants and Scholarships**
- **Loans; and**
- **Work-Study**

Grants and Scholarships

Grants and scholarships provide aid that does not have to be repaid. However, some require that recipients maintain certain grade levels or take certain courses.

Loans

Loans are another type of financial aid and are available to both students and parents. Like a car loan or a mortgage for a house, an education loan must eventually be repaid. Often, payments do not begin until the student finishes school, and the interest rate on education loans is commonly lower than for other types of loans. For students with no established credit record, it is usually easier to get student loans than other kinds of loans.

There are many different kinds of education loans. Before taking out any loan, be sure to ask the following kinds of questions:

- **What are the exact provisions of the loan?**
- **What is the interest rate?**
- **Exactly how much has to be paid in interest?**
- **What will the monthly payments be?**
- **When will the monthly payments begin?**
- **How long will the monthly payments last?**
- **What happens if you miss one of the monthly payments?**
- **Is there a grace period for paying back the loan?**

In all cases, a loan taken to pay for a college education must be repaid, whether or not a student finishes school or gets a job after graduation. Failure to repay a student loan can ruin a person's credit rating and make finances much more difficult in the future. This is an important reason to consider a college's graduation and job placement rates when helping your child choose a school.

Work-Study Programs

Many students work during the summer and/or part time during the school year to help pay for college. Although many obtain jobs on their own, many colleges also offer work-study programs to their students. A work-study job is often part of a student's financial aid package. The jobs are usually on campus and the money earned is used to pay for tuition or other college charges. The types of financial aid discussed above can be merit-based, need-based, or a combination of merit-based and need-based.

Merit-based Financial Aid

Merit-based assistance, usually in the form of scholarships or grants, is given to students who meet requirements not related to financial needs. For example, a merit scholarship may be given to a student who has done well in high school or one who displays artistic or athletic talent. Most merit-based aid is awarded on the basis of academic performance or potential.

Need-based Financial Aid

Need-based means that the amount of aid a student can receive depends on the cost of the college and on his or her family's ability to pay these costs. Most financial aid is need-based and is available to qualified students.

Federal Programs

The U.S. Department of Education offers major Student Financial Assistance (SFA) programs. You must be eligible to receive these grants, work-study and/or loans. To be eligible to receive aid, a student must meet the following requirements:

- Generally, have financial need
- Have a high school diploma, a GED, or demonstrate the ability to benefit from the program or training offered
- Be enrolled as a regular student in an eligible program
- A regular student is one who is enrolled in an institution to obtain a degree or certificate
- An eligible program is a course of study that leads to a degree or certificate at a school that participated in one or more of the student aid programs.
- Be enrolled at least half-time (except for campus-based programs)
- Be a U.S. citizen or eligible non-citizen
- Make satisfactory academic progress
- Sign a statement of education purpose/certification on refunds and default
- Sign an Anti-Drug Act Certification
- Sign a statement of updated information
- Sign a statement of registration status

The following is a brief description of these Federal Programs:

Federal Pell Grants

This is a federally funded program which provides nonrepayable grants to students based on their financial need and the total cost of attendance at their particular school. Eligibility for the academic year is based on the formula established by the Federal Government. The award ranges from $200 to $3,700. (Note: The regulations say $3,700 but the appropriations lowered this amount to a maximum of $2,470). Students who already hold a bachelor's degree are not eligible for the PELL Grant. Students must submit the Free Application for Federal Student Aid (FAFSA).

Federal Supplemental Educational Opportunity Grants (FEOG)

This program is for undergraduates with excpetional financial need (with priority given to PELL Grant recipients), and it does not have to be paid back. It is possible to qualify for up to $4000 a year. Your school will credit your SEOG to your account, pay you directly, or use a combination of these methods.

Federal Work-Study (FWS)

This program provides jobs for undergraduate and graduate students who need financial aid. FWS give you a chance to earn money to help pay for your educational expenses. You pay willbe at least the current Federal minimum wage, but it may also be related to the type of work you do and the skills required. Your school will pay you at least once a month. Your school sets your work schedule. In arranging a job and assigning work hours, your financial aid administrator will take into account your class schedule, your health, and your academic progress. The amount you earn cannot exceed your total FWS award.

Federal Perkins Loans

(Formerly National Direct/Defense Student Loan) This is a low-interest (5%) loan to help you pay for your education after high school. These loans are for both undergraduate and graduate students and are made through a school's financial aid office. Your school is your lender. You must repay this loan. You may be able to receive up to $4,500 if you are enrolled in a vocational program or if you have completed less than 2 years of a program leading to a bachelor's degree. You could possibly be eligible for $9,000 if you are an undergraduate student who has already completed 2 years of study towards a bachelor's degree and have achieved third year status. This total includes any amount you borrowed under the Federal Perkins Loan Program (or under the National Direct Student Loan Program, its former name) for the first two years of study.

Federal Family Education Loans (FFEL) including: 1. Federal Stafford Loans (subsidized and unsubsidized)
2. Federal PLUS Loans

Federal Direct Student Loans (FDSL) including: 1. Federal Direct Stafford Loans (subsidized and unsubsidized)
2. Federal Direct PLUS Loans

Federal Stafford Loan Program

Student borrowers may use either of these loan programs. Each program may be subsidized or unsubsidiezed. If the student has demonstrated need, the loan can be subsidized (government pays the interest from the time the loan is disbursed until it is paid in full. The maximum a student can receive is related to the year in school. First year students receive up to $2,625, 2nd year is $3,500, 3rd and 4th years are $5,500 and graduate students can receive up to $18,500. The Direct Loan and the Stafford Loan programs differ in who lends the money. Under the Direct Loan Program, the federal government makes loans directly to students and parents through the school's financial aid office. Under the Stafford Loan Program, private lenders such as banks and credit unions make the loans. The interest rate on the student loans cannot exceed 8.25% with a 4% fee that is deducted proportionately from each disbursement of your loan.

Federal Parent Loans for Undergraduate Students

The PLUS and DIRECT PLUS differ in the same manner as the Direct and Stafford Loans. PLUS loans are made by private lending institutions. DIRECT PLUS programs are made through the college financial aid office. The maximum amount that can be borrowed under either of these programs depends on the cost of the college and the amount of financial aid that the student receives. Interest rate for the PLUS is calculated annually by adding 3.1% to the rate of the 52-week U.S. Treasury Note and is capped at 9% for the life of the loan. A one-time origination fee of 3% is paid ot the federal government to help offset program benefit costs.

FEDERAL STUDENT AID

These are the government grant, loan and work-study programs you need to know about.

General Information

The U.S. Department of Education offers the following major student financial aid programs:

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Work-Study (FWS)
- Federal Perkins loans
- Federal Stafford loans
- Federal PLUS loans
- Federal Direct Student Loans (Same as Stafford and PLUS loans. At *some* schools only.)

GRANTS are financial aid you don't have to pay back.

WORK-STUDY lets you work and earn money to help pay for school.

LOANS are borrowed money that you must repay with interest.

Undergraduates may receive all three types of financial aid.

Graduate students may receive loans or Federal Work-Study, but not Federal Pell Grants or FSEOG.

Not all schools take part in all the programs. To find out which ones are available at a school, contact the school's financial aid administrator.

Student Eligibility

To receive aid from the federal programs you must:

- usually, have financial need;
- have a high school diploma or a General Equivalency Diploma (GED) certificate, or must pass an independently administered test approved by the U.S. Department of Education, or meet other standards your state establishes that are approved by the Department;
- be enrolled as a regular student in an eligible program;
- be a U.S. citizen or eligible non-citizen;
- have a Social Security number;
- make satisfactory academic progress;
- sign a statement of educational purpose/certification statement on refunds and default;
- sign a statement of updated information;
- register with the Selective Service, if required.

You may not receive aid for correspondence courses unless they are part of an associate, bachelor or graduate's degree program.

GRANTS

Pell Grant

- Grant-no repayment
- Undergraduates only
- Financial need. Based on low EFC number (See Alan Marks essay)
- Maximum award: $2,300. Amount received depends—in part—on enrollment status and length of enrollment
- Students paid directly or school account is credited
- Deadline: May 1, 1995

Federal SEOG (Supplemental Educational Opportunity Grant)

- Grant-no repayment
- Undergraduates only
- Exceptional financial need, based on lowest EFC number (See Alan Marks Essay)
- The difference between this grant and the Pell is that students are guaranteed to receive the Pell. There is no guarantee that every student will receive a Federal SEOG.
- Maximum award: Generally $4,000. Amount received depends—in part—on funds available at each school.
- Students paid directly or school account is credited
- School sets deadline. Latest deadline is May 1,1995. Actual deadline may be earlier.

JOBS

Federal Work-Study

- On, or off-campus job
- Graduates and undergraduates. Undergraduates can receive aid for more tha one undergraduate degree.
- Eligibility: Financial need same as Pe
- Amount earned can't exceed need; amount also depends on funds availa at each school.
- Undergraduates paid by the hour, graduates paid by salary or by the hour—all students paid at least monthly.
- Deadline: May 1, 1995

LOANS

Federal Perkins Loans

- Interest rate: 5%
- Undergraduates and graduates. Undergraduates can receive aid for more th one undergraduate degree.
- Exceptional financial need. For those with lowest EFC's
- Maximum award depends—in part— year in school and funds available each school. $3,000 per year maximum for undergraduates. $5,000 per y maximum for graduate students.
- Students must sign a promissory note, agreeing to repay.
- Under certain conditions, repayment may be deferred (postponed) or cancele
- Application deadline: set by each school.

Federal Stafford Loans

- Interest rate: variable, but not higher than 9%; rate was 6.22% from July 1, 1993, to June 30, 1994.
- For undergraduates and graduates rolled at least half-time.
- Students can get loan regardless of income ("unsubsidized"), but federal ernment pays interest only on need-b ("subsidized") loans.
- Maximum award depends on length enrollment and year in school. $2[illegible] typically, for freshmen.
- Students must sign a promissory note agreeing to repay.
- Under certain conditions, repayment be deferred (postponed) or canceled.
- Lender (bank, credit union) makes th

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KAPLAN TIPSHEET

Myths About Financial Aid

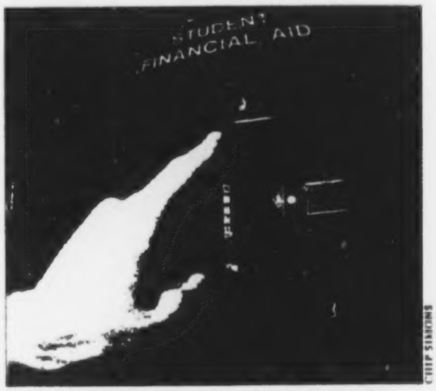
Many families who need financial assistance may be making some false assumptions about federal aid. Here are a few facts to dispel the most common myths:

- Aid isn't based on ethnicity or race.
- It isn't based on grades.
- It isn't based on all your assets; tangible property such as your house is not counted in gauging your need.
- Retirement funds are not considered, either, and there is no penalty for having a small savings account.
- Federal aid is not decreasing: $46 billion was awarded in 1994-95, up $4 billion from the previous period.

Filling Out the FAFSA

The Free Application for Federal Student Aid (FAFSA) is the key to eligibility for most types of financial aid. Here are some pointers on how to fill out the forms:

- Every family should complete and submit the FAFSA. Never assume your family is ineligible for financial aid.
- Check with a financial adviser before shifting any assets from one family member's name to another. Since schools expect students to contribute 35 percent of their personal savings toward their education, some families would do well to shift the kids' assets to the parents' name. Parents are expected to pay no more than 6 percent of their own assets for college.
- Don't wait too long to send in the FAFSA. Families with students entering school in 1997 should submit 1996 financial information. Do not wait to file your FAFSA until after you file your income-tax returns; estimate your income-tax figures instead. You can always amend the figures later if you have to.
- Gather all the documents you'll need. They include: federal, state and local tax returns or estimates; W2 forms; bank statements; medical and dental bills; business or farm records; investment information (including stocks, bonds, certificates of deposit and money-market accounts).
- Be sure to specify the correct tax form. If you are certain that your family is not required to file an IRS Form 1040, fill in either oval "A" or "C" in question 53 and/or question 65 on the FAFSA to indicate eligibility to file a 1040A or 1040EZ form. If your family is eligible to file the 1040A or 1040EZ, we strongly recommend that you do so. Indicating the wrong tax-return form on the FAFSA can hurt your eligibility for certain types of financial aid.



CHIP SIMONS

Return visit: *If at first you don't succeed, don't be afraid to try again next year*

Reminders About the Process

Here are a few "don't forget" tips to keep in mind as you work through the financial-aid process:

- Keep track of deadlines. They're crucial!
- Start the financial-aid process as soon as possible; don't wait to be accepted.
- Develop a good relationship with the financial-aid counselor at your school.
- Keep copies of all paperwork.
- Reapply for financial aid each year.

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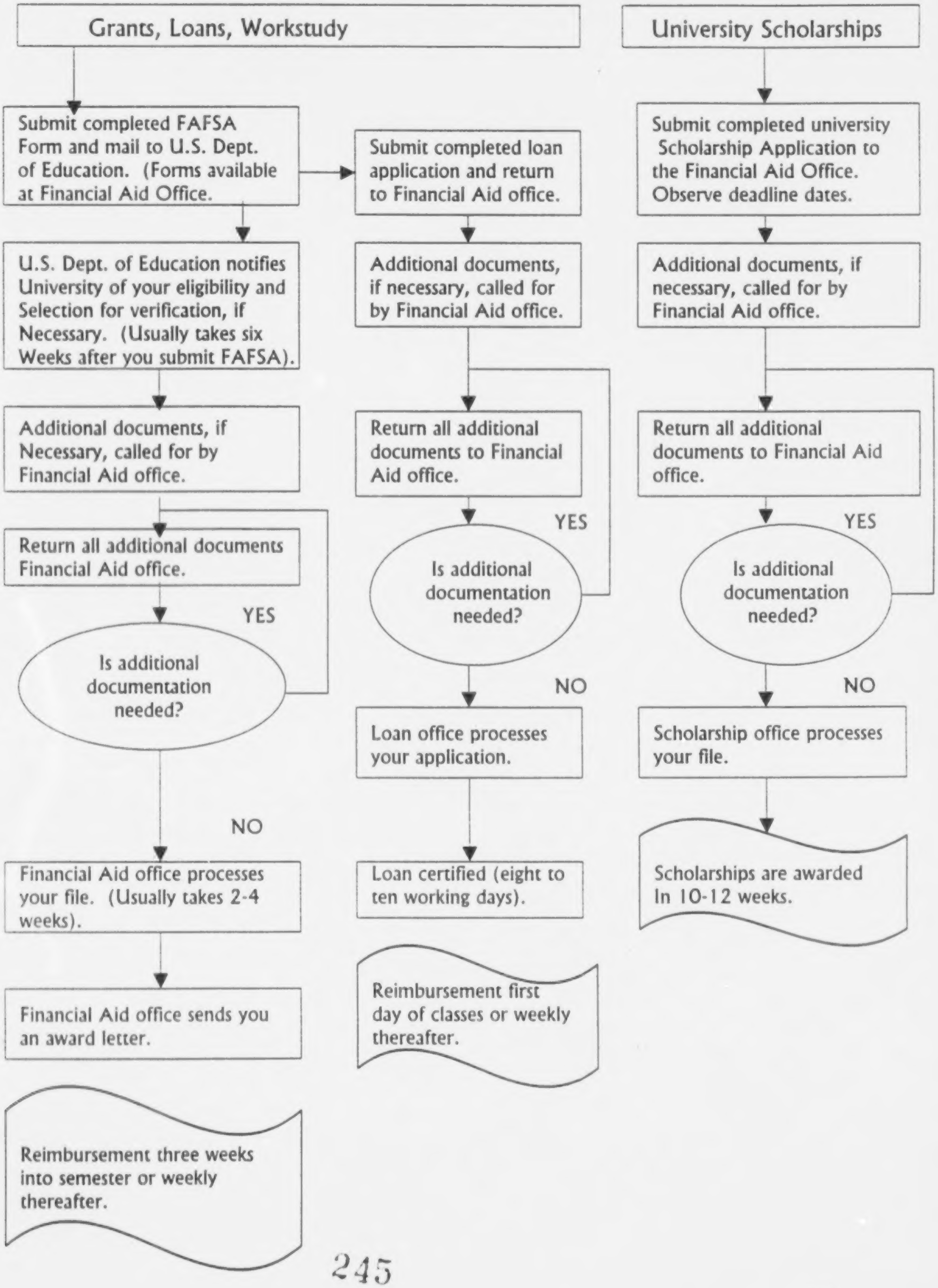
The Financial Aid Process


Grants, Loans, Workstudy
University Scholarships
Submit completed FAFSA Form and mail to U.S. Dept. of Education. (Forms available at Financial Aid Office.
Submit completed loan application and return to Financial Aid office.
Submit completed university Scholarship Application to the Financial Aid Office. Observe deadline dates.
U.S. Dept. of Education notifies University of your eligibility and Selection for verification, if Necessary. (Usually takes six Weeks after you submit FAFSA).
Additional documents, if necessary, called for by Financial Aid office.
Additional documents, if necessary, called for by Financial Aid office.
Additional documents, if Necessary, called for by Financial Aid office.
Return all additional documents to Financial Aid office.
Return all additional documents to Financial Aid office.
Return all additional documents Financial Aid office.
YES
Is additional documentation needed?
YES
Is additional documentation needed?
YES
Is additional documentation needed?
NO
Loan office processes your application.
NO
Scholarship office processes your file.
NO
Financial Aid office processes your file. (Usually takes 2-4 weeks).
Loan certified (eight to ten working days).
Scholarships are awarded In 10-12 weeks.
Financial Aid office sends you an award letter.
Reimbursement first day of classes or weekly thereafter.
Reimbursement three weeks into semester or weekly thereafter.

ESTIMATED FINANCIAL NEED

Dreamland University
Linda Any Student

Expenses		**Resources**	
Tuition	$18.060	Parent Contribution	$0
Room & Board	6.930	Student Contribution, Income	700
Books	730	Student Contribution, Assets	0
Personal	1.180	Pell Grant	1900
Travel	500		
Orientation	200	**Total Resources**	**$2.600**
Total Expenses	**$27.600**	**Your Financial Need**	**$25.000**

Financial Aid Offer	$5.000
Supplementary Educational Opportunity Grant	17.000
Perkins Loan Program	2,750
Academic Year Job Eligibility	250
Total Offer	**$25.000**

Campus-based programs: Federally funded student financial aid programs that are directly administered by colleges. SEOG, Perkins Loans, college Work-Study programs.

Dependent Student: Student dependent on his or her parents for financial support. For financial aid purposes, a student is classified as dependent unless the strict definition of self-supporting status is met in all respects.

Family Contribution: The total amount a student and his/her family are expected to pay toward college costs from their income and assets.

Financial Aid Award Letter: A notice from a college or other financial aid sponsor that tells a student how much aid is being offered. The letter also explains how a student's financial need was determined, describes the contents of the financial aid package, and outlines the conditions attached to the award.

Financial Aid Package: The total financial aid award received by a student. It may be made up of a combination of aid that includes both gift aid and self-help.

Gift Aid: Student financial aid, such as scholarships and grants, that does not have to be repaid.

Parent's contribution: The amount a student's parents are expected to pay toward college costs from their income and assets.

PLUS Loan (Parent Loans for Undergraduate Students): A federal program that lets parents of undergraduate dependent students borrow for their children's education expenses directly from banks and other lending institutions. May borrow up to $4,000 per academic year and up to $20,000 for the total undergraduate program of each child.

PELL Grant Program: Need-based student aid programs. Congress annually sets the dollar range. The amount received depends on need, college costs, the length of the program of study, and whether enrollment is full or part-time.

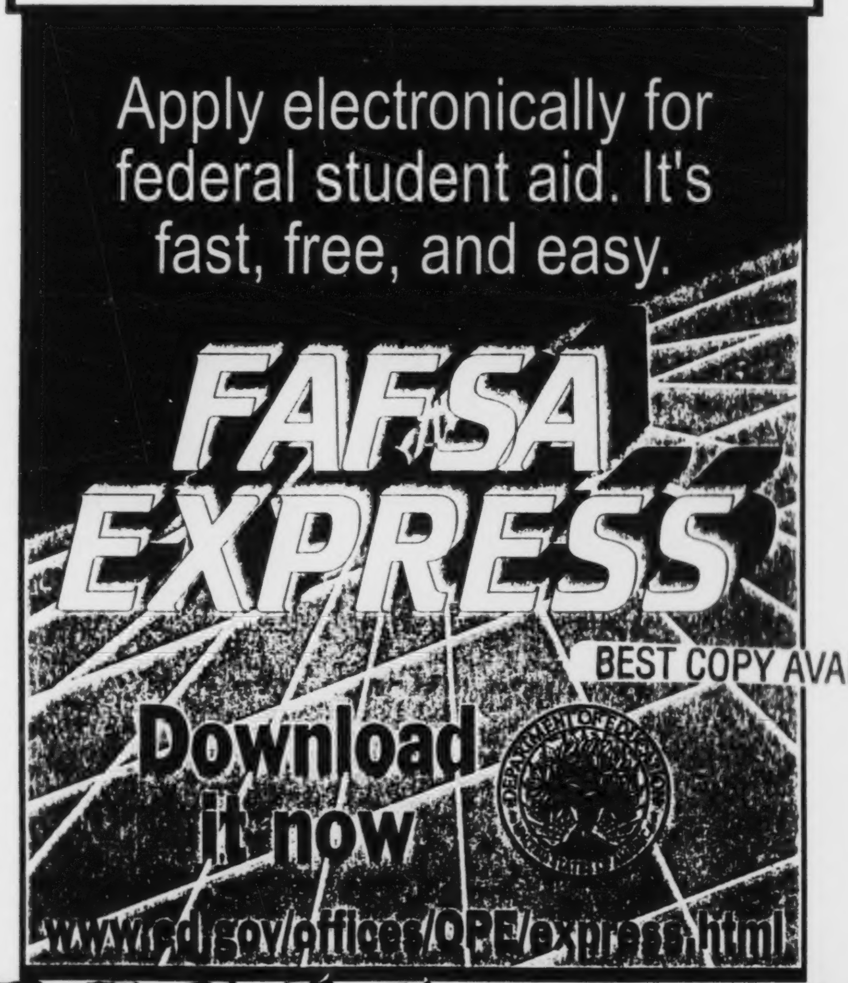
Perkins Loan: A federally funded program that provides loans of up to $4,500 for the first two undergraduate years and up to $9,000 for the total undergraduate program.

SEOG (Supplemental Educational Opportunity Grant): A federal program administered by colleges to provide need-based aid to undergraduate students. Grants of up to $4,000 per year may be awarded.

Tuition and Fee Waivers: Some colleges waive just the tuition or tuition and fees for some categories of students.

Tired of student aid paperwork?

SO ARE WE.



Apply electronically for federal student aid. It's fast, free, and easy.

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Tired of student aid paperwork?

SO ARE WE.

Apply electronically for federal student aid. It's fast, free, and easy.

FAFSA EXPRESS
Download it now
www.ed.gov/offices/OPE/express.html

How do I set up a long-range plan?

Step by step, you can help your child make informed decisions about his or her education, do well academically, learn about colleges, and find the best possible opportunities for a college education.

Following are two checklists that are designed to help you and your child, year by year, progress toward preparing for college—both academically and financially. The first list speaks directly to your child, although he or she may need your help. The second list speaks directly to you.

COLLEGE PREPARATION CHECKLIST FOR STUDENTS

Pre-High School:

- Take challenging classes in English, mathematics, science, history, geography, the arts, and a foreign language.
- Develop strong study skills.
- Start thinking about which high school classes will best prepare you for college.
- If you have an opportunity to choose among high schools, or among different programs within one high school, investigate the options and determine which ones will help you—
  further your academic and career interests and
  open doors to many future options.
- Investigate different ways to save money—buying a U.S. Savings Bond or opening a savings account in a bank, investing in mutual funds, etc.
- Start saving for college if you haven't already.

High School:

9th Grade

- Take challenging classes in English, mathematics, science, history, geography, a foreign language, government, civics, economics, and the arts.
- Get to know your career counselor or guidance counselor, and other college resources available in your school.
- Talk to adults in a variety of professions to determine what they like and dislike about their jobs and what kind of education is needed for each kind of job.
- Continue to save for college.

10th Grade

- Take challenging classes in English, mathematics, science, history, geography, a foreign language, government, civics, economics, and the arts.
- Talk to adults in a variety of professions to determine what they like and dislike about their jobs, and what kind of education is needed for each kind of job.
- Become involved in school- or community-based extracurricular (before or after school) activities that interest you and/or enable you to explore career interests.
- Meet with your career counselor or guidance counselor to discuss colleges and their requirements.
- Take the Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT). You must register early. If you have difficulty paying the registration fee, see your guidance counselor about getting a fee waiver.
- Take advantage of opportunities to visit colleges and talk to students.
- Continue to save for college.

11th Grade

- Take challenging classes in English, mathematics, science, history, geography, a foreign language, government, civics, economics, and the arts.
- Meet with your career counselor or guidance counselor to discuss colleges and their requirements.
- Continue involvement in school- or community-based extracurricular activities.
- Decide which colleges most interest you. Write these schools to request information and an application for admission. Be sure to ask about special admissions requirements, financial aid, and deadlines.
- Talk to college representatives at college fairs.
- Take advantage of opportunities to visit colleges and talk to students.
- Consider people to ask for recommendations—teachers, counselors, employers, etc.
- Investigate the availability of financial aid from Federal, State, local, and private sources. Call the Student Aid Hotline at the U. S. Department of Education (1-800-4FED-AID) for a student guide to Federal financial aid. Talk to your guidance counselor for more information.
- Investigate the possibility of scholarships provided by organizations such as corporations, labor unions, professional associations, religious organizations, and credit unions.
- If applicable, go to the library and look for directories of scholarships for women, minorities, and disabled students.
- Register for and take the Scholastic Assessment Test (SAT I), the ACT, SAT II Subject Tests, or any other exams required for admission to the colleges you might want to attend. If you have difficulty paying the registration fee, see your guidance counselor about getting the fee waiver.
- Continue to save for college.

12th Grade

- Take challenging classes in English, mathematics, science, history, geography, a foreign language, government, civics, economics, the arts, and advanced technologies.
- Meet with your counselor early in the year to discuss your plans.
- Complete all necessary financial aid forms. Make sure that you fill out at least one form that can be used for Federal aid.
- Write colleges to request information and applications for admission. Be sure to ask about financial aid, admissions requirements, and deadlines.
- If possible, visit the colleges that most interest you.
- Register for and take the Scholastic Assessment Test (SAT I), American College Test (ACT), SAT II Subject Tests, or any other exams required for admission to the colleges to which you are applying. If you have difficulty paying the registration fee, see your guidance counselor about getting a fee waiver.
- Prepare your application carefully. Follow the instructions, and PAY CLOSE attention to deadlines! Be sure to ask your counselor and teachers at least two weeks before your application deadlines to submit the necessary documents to colleges (your transcript, letters of recommendations, etc.).

FINANCIAL PREPARATION CHECKLIST FOR PARENTS

Pre-High School:

- Investigate different ways to save money—buying U. S. Savings Bonds or opening a savings account in a bank, etc.
- Start saving money for your child's college education.

High School:

9th Grade

- Continue to save for college.

10th Grade

- Continue to save for college.

11th Grade

- Help your child investigate the availability of financial aid from Federal, State, local, and private sources. Call the Student Aid Hotline at the U. S. Department of Education (1-800-4FED-AID) for a student guide to Federal financial aid. Have your child talk to his or her guidance counselor for more information.
- Help your child investigate the availability of scholarships provided by organizations such as corporations, labor unions, professional associations, religious organizations, and credit unions.
- If applicable, go to the library with your son or daughter and look for directories on scholarships for women, minorities, and disabled students.
- Continue to save for college.

12th Grade

- Make sure your child completes all necessary financial aid forms. Be sure that he or she completes at least one form that can be used for Federal aid.
- Continue to save for college.

TIPS TO HELP LIGHT YOUR WAY

Understand How Need Analysis Works. By knowing the formulas, the shrewd parent or student can present the family's financial picture in such a way as to obtain a more favorable need analysis. This isn't unlike the method used for presenting one's financial picture to the IRS so as to qualify for the smallest possible tax liability.

Try for an Academic Scholarship. Over 1200 colleges offer academic scholarships to students with a B average and SAT scores of 900 or more. Middle income folks take notice: Most of these scholarships are not based on financial need. If you are just outside the SAT eligibility range for one of these awards, take a good SAT preparation course. It may raise your scores enough to enter the winner's circle.

Apply for Financial Aid No Matter What. Many schools won't consider you for their own scholarships until they're certain you don't qualify for any of Uncle Sam's money. So Apply, apply, apply.

Don't Pass Up the Entitlement Programs. Approximately $5 billion in low-interest, subsidized federal student loans go unused each year simply because students think they are ineligible, don't bother to go through the paperwork hassle, or just don't know about the program.

Go the Cooperative Education Route. Over 900 colleges offer cooperative education programs. Alternate formal study with periods of career-related work. Earn up to $7,000 per year during the work phase. It may take an extra year to win the degree, but it will be easier on your pocketbook.

Negotiate with the Financial Aid Officer. The college financial aid officer will present you with a package of assistance that should, in theory, cover the difference between what college costs and what your family can contribute. If you feel the college really wants you, because you are a brain or an athlete or the child of an alumnus or can help with meeting a geographic or minority quota, you may want to negotiate the content of the package. Your objective: To increase the grant component (money that doesn't have to be repaid) and reduce the loan component (money you must repay).

When Picking a College, Go Beyond the Normal Search Criteria, such as majors offered, academic reputation, size, and distance from home, and inquire about innovative tuition aid features. These may include matching scholarships, sibling scholarships, guaranteed cost plans, installment plans, special middle income assistance programs, tuition remission for high grades, acceleration opportunities, etc.

Be an Accurate, Early Bird. Be as accurate as possible in filling out financial aid forms. Submit them as early as you can. When resources are tight, it's first-come, first-served. Those who must resubmit their forms and those who are slow in applying come in at the end of the line. By then, all the money is gone.

Athletic Student Aid. We aren't talking about the "Body by Nautilus, Mind by Mattell" tackle who can do the 40 in 4 seconds. Husky U. will find that person. We're talking about students who are better than average in a variety of sports, ranging from tennis to golf to lacrosse. A great many colleges seek people who can be developed into varsity material. The rewards come in two forms: outright scholarships or "improved" financial aid packages.

In Looking for the Perfect College, worry more about fitting in than getting in. Most colleges accept over 50% of their applicants, so unless you're applying to one of the few truly "selective" schools in the country, chances are you'll be admitted. What's most important, then, is choosing a college where you'll be happy and successful.

Understanding the Timeline for Financial Aid and Scholarship Research

Spring (April-June) High School Junior

- Research scholarships for your college freshman year
- Discuss findings from research with high school and college counselors

Summer (July-August)

- Follow up with the information from your scholarship research to obtain scholarship and financial aid application materials from the sponsoring agencies

Fall (August-December) High School Senior

- Complete sponsor applications
- Mail applications
- Apply for aid for freshman year

Winter/Spring (December-July)

- Receive results from applications filed for freshman year

Spring (April)

- Complete scholarship research for sophomore year

May: High School Graduation!!

Summer (July-August)

- Use scholarship research to obtain scholarship/financial aid application materials from sponsors

Fall (August-December) College Freshman

- Complete sponsor applications
- Mail applications
- Reapply for financial aid for sophomore year

Winter/Spring (December-July)

- Receive results from applications filed for sophomore year. RESULT: Award made for sophomore year

Spring (April-June)

- Complete scholarship research for junior year

Summer (July-August)

- Use findings from scholarship research to obtain scholarship/financial aid application materials from sponsoring agencies

Fall (August-December) College Sophomore

- Complete sponsor applications and mail back
- Reapply for financial aid for junior year

Winter/Spring (December-July)

- Receive results from applications filed for junior year. RESULT: Award made for junior year

Spring (April-June)

- Complete scholarship research for senior year

Summer (July-August)

- Use findings from scholarship research to obtain scholarship/financial aid application materials from sponsoring agencies

Fall (August-December) College Junior

- Complete sponsor applications and mail back
- Reapply for financial aid for senior year

Winter/Spring (December-July)

- Receive results from applications filed for senior year. RESULT: Award made for senior year

Spring (April-June)

- Complete scholarship research for first year graduate school

Summer (July-August)

- Use findings from scholarship research to obtain scholarship/financial aid application materials from sponsoring agencies

Fall (August-December) College Senior

- Complete sponsor applications and mail back
- Reapply for financial aid for first year graduate school

Winter/Spring (December-May)

- Receive results from applications field for graduate school. RESULT: Award made for 1^{st} year graduate study

GRADUATE FROM COLLEGE!!!!

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EXERCISE

Course Planner for Parent and Student

This exercise will give you and your child a chance to look ahead and choose future courses, but be aware that some courses must be taken in sequence. On the form below, list your child's current courses or courses he or she will take this year. Then list courses that he or she will take during each year of high school. If you are not sure what courses your child should take, you should make an appointment with your child's guidance counselor and get some advice.

	This Year: ___ Grade		Next Year: ___ Grade	
	Fall Semester	Spring Semester	Fall Semester	Spring Semester
English				
Full course title:				
Mathematics				
Full course title:				
History/Social Studies				
Full course title:				
Science				
Full course title:				
Foreign Language				
Full course title:				
Other				
Full course title:				

CHART 2
High School Courses Recommended for College

English -- 4 years

Types of classes:
- composition
- American literature
- English literature
- world literature

Mathematics -- 3 to 4 years

Types of classes:
- algebra I
- algebra II
- geometry
- trigonometry
- precalculus
- calculus

History & Geography -- 2 to 3 years

Types of classes:
- geography
- U.S. history
- U.S. government
- world history
- world cultures
- civics

Laboratory Science -- 2 to 3 years

Types of classes:
- biology
- earth science
- chemistry
- physics

Foreign Language -- 2 to 3 years

Types of classes:
- French
- German
- Spanish
- Latin
- Russian
- Japanese

Visual & Performing Arts -- 1 year

Types of classes:
- art
- dance
- drama
- music

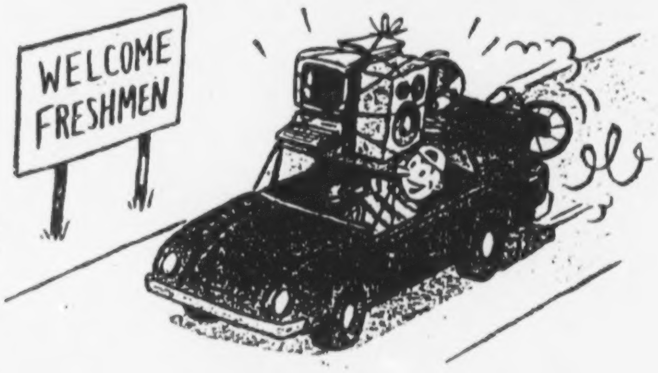
Appropriate Electives -- 1 to 3 years

Types of classes:
- economics
- psychology
- statistics
- computer science
- communications

Bonus Pull-Out!

NEWSWEEK AND KAPLAN PRESENT

A College Planning Calendar



What you should be doing–and *when*

- *A month-by-month guide for high school sophomores, juniors and seniors*
- *A checklist for completing the application process*
- *The SAT and ACT tests compared*
- *Schedule of PSAT, SAT, AP and ACT tests, 1996-97*

ACT and SAT

A Tale of Two Tests

In a country without a national curriculum, the SAT and ACT have become proxies for a national assessment. Historically, the SAT was the dominant test on the East and West Coasts; the ACT was the more common choice in the Midwest. But these traditions are changing. The gap between the number of ACT and SAT test-takers continues to narrow. Approximately 1.6 million students take the ACT, while 2 million take the SAT. There is also wider acceptance of both tests—for fall 1996, every Ivy League school will accept the ACT, though Princeton University says it prefers the SAT. The tests even share some characteristics. The ACT has announced that it will join the SAT in allowing students to use calculators. To score well on either test, it is important to understand the special features and structure of the one you are taking. Here are some of the main distinctions.

The Differences at a Glance

- The ACT math includes some trigonometry; the SAT does not.
- The SAT questions, within a particular set, appear in order of difficulty. Not true on the ACT.
- The SAT tests vocabulary much more than the ACT does.
- The ACT tests English grammar; the SAT does not.
- The SAT is not all multiple choice.
- The SAT has a wrong-answer penalty; the ACT does not. Still, it pays to guess on both.

ACT structure

SECTION	TIME	QUESTIONS	SCORING
English	45 minutes	75	1-36
Math	60 minutes	60	1-36
Reading	35 minutes	40	1-36
Science	35 minutes	40	1-36
Totals	**2 hours 55 minutes**	**215**	**1-36***

*ALL SECTIONS ARE WEIGHTED EQUALLY TO REACH A COMPOSITE SCORE

SAT structure

SECTION	TIME	QUESTIONS	SCORING
Verbal	30 minutes	36	
Verbal	30 minutes	31	
Verbal	15 minutes	11	
Total Verbal	**75 minutes**	**78**	**200-800**
Math	30 minutes	25	
Math	30 minutes	25	
Math	15 minutes	10	
Total Math	**75 minutes**	**60**	**200-800**
Experimental	30 minutes	varies	no score
Totals	**3 hours**	**138+**	**400-1600**

ACT, AP, PSAT AND SAT ARE REGISTERED TRADEMARKS OF THEIR RESPECTIVE OWNERS, WHICH DO NOT ENDORSE OR SPONSOR THIS PUBLICATION.

Some Key Test Dates

PSAT

TEST	REGISTRATION
Oct. 15, 1996	through your sch
Oct. 19, 1996	through your school

Information: (609) 771-7070

ACT

TEST	REGISTRATION*
Oct. 26, 1996	Sept. 27, 1996
Dec. 14, 1996	Nov. 15, 1996
Feb. 8, 1997	Jan. 10, 1997
April 12, 1997	March 14, 1997
June 14, 1997	May 16, 1997

Information: (319) 337-1270
Records: (319) 337-1313

SAT I & II

TEST	REGISTRATION*
Oct. 12, 1996	Sept. 13, 1996
Nov. 2, 1996	Sept. 27, 1996
Dec. 7, 1996	Nov. 1, 1996
Jan. 25, 1997	Dec. 20, 1996
March 15, 1997†	Feb. 7, 1997
May 3, 1997	March 28, 1997
June 7, 1997	May 2, 1997

Information: (609) 771-7600
Records: (800) 728-7267
Online test registration: www.collegeboard.org

*LATE REGISTRATION IS POSSIBLE, FOR AN EXTRA FEE, ABOUT 10 DAYS TO TWO WEEKS BEYOND REGISTRATION DATE. †SAT I ONLY

1997 AP

COURSE	MAY	MORNING (M) AFTERNOON (A)
Art (portfolios due)	9	M
Biology	14	M
Calculus AB	6	M
Calculus BC	6	M
Chemistry	13	A
Computer Science A	5	A
Computer Science B	5	A
English Language	7	A
English Literature	5	M
European History	9	A
French Language	12	M
French Literature	16	A
German	15	M
Govt. & Politics	13	M, A
Latin	14	A
Latin Literature	14	A
Macroeconomics	8	[illegible]
Microeconomics	8	M
Music Theory	12	M
Physics B	12	A
Physics C	12	A
Psychology	15	A
Spanish Language	7	M
Spanish Literature	15	A
Statistics	6	A

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Three Crucial Years on the Road to College

A handy month-by-month countdown

10th Grade: Time to Get Serious

Sept.-Oct.

- Make a strong commitment to one or two extracurricular activities. And be sure to keep up your grades.

Nov.-Dec.

- Attend college fairs, open houses, and programs about college admissions. This is a time to gather general information and to get a feeling for different kinds of colleges.
- Include brief college tours with family vacation plans.

Jan.-March

- Select courses for junior year. Consider level of difficulty of courses, Advance Placement and college requirements.

March-June

- Financial aid – start to get an overview of the financial-aid process and options. Talk to your parents about their general financial expectations and need for aid or grants.
- You may want to take an SAT II Subject Test in a subject area that you have already completed.

Summer

- Think about getting a job, doing volunteer work or attending summer school.
- Consider taking a course to prepare for the PSAT.

11th Grade: Start Your Engines

Sept.-Nov.

- Clubs and activities – take on a leadership position, create or spearhead a new project, or take an active role in the group.
- Make sure you have a Social Security number.
- Take the PSAT/NMSQT. The PSAT when taken in junior year may qualify you for National Merit Scholarship awards.

Dec.-Jan.

- Put together an interest inventory. What do you like to do? What activities, courses of study and extracurricular activities do you like? Would you be comfortable at a small or large college? Diverse or homogeneous student body? Liberal or conservative? Hot or cold climate?
- Review your transcript and standardized test scores with your guidance counselor. Get a general idea how selective your college choices should be.
- Start gathering more specific information about colleges through attending college conferences or open houses, visiting with college representatives. Talk to friends, alumni and educators about possible college choices.
- Request college view books, catalogs and applications from the possible schools of your choice. Continue learning about the financial-aid process.
- Select courses for senior year. Talk to your guidance counselor about requirements for colleges you wish to attend.

Feb.-April

- Register for the spring SAT I or ACT.
- Consult literature or the admissions offices of the colleges you are considering to see if SAT II tests are required for admissions. Register for June SAT II tests if needed.
- Campus visits – schedule interviews and appointments well in advance of your trip. Review material about the college before you visit. When on campus, talk to students, sit in on classes, and/or schedule an overnight visit. Try to get a sense of the college atmosphere, both social and academic.
- Take the SAT I in the spring, usually in March or May.

May-June

- Write for all college application forms for completion during the summer. Continue to narrow down your list of schools.
- Take the AP tests in May and SAT II Subject Tests (usually in June) if required by any of your college choices.
- If you are interested in U.S. military academies or ROTC programs, request applications from your U.S. Senator or Representative.

Summer

- Jobs, volunteer work programs or summer school.
- Register for the October or November SAT I or ACT if you plan to take either test again.
- More college visits.

12th Grade: The Home Stretch

Sept.-Oct.

- Write for any applications not received.
- Make a chart with all requirements for each college. Include deadlines for standardized test scores, transcripts, recommendations, applications, financial-aid forms, etc. Be thorough! Record the date each item is submitted. Keep copies of all paperwork and correspondence.
- Review with your guidance counselor your grades and college choices.
- Take the October or November SAT I or ACT, if needed.
- Register for the December SAT II Subject Tests if needed.
- Ask teachers if they are willing to write a recommendation for you. Give them recommendation forms at least a month before deadlines. Include a stamped, addressed envelope with each.
- Work on your personal essay. Ask if any faculty members can review your work.
- Schedule any remaining campus visits and interviews.
- Submit early decision/early action applications. Most deadlines are November 1.

Nov.-Dec.

- Complete all applications. Make a copy of the blank form as a working copy of the application and another copy of the completed form. Mail the form, enclosing application fee.
- Secure all financial aid-forms; begin compiling information.

Jan.-Feb.

- File FAFSA (Free Application for Federal Student Aid) forms if applying for federal and/or state financial aid. Ask your guidance counselor for the forms and information.
- Give your guidance counselor any forms requiring submission of senior mid-year grades.

March-May

- You're on the home stretch! After you have received all college acceptance or rejection letters, notify the college that you decide to attend. Be sure to send the deposit.
- Notify all other colleges to which you have been accepted.
- Send thank-you letters to the people who have assisted you.
- Congratulations and best wishes in college!

College Application Checklist *Keep track of the entire process from getting the forms to getting accepted*

College choices	Finalizing your search				Personal statement/essays		High school record and recommendations				Notification
	Application forms requested	Financial-aid forms requested	Scores requested from ETS/ACT	Campus tour and interview	Essay drafted/finalized	Application drafted/finalized	Recommendations requested	Recommendations mailed	Forms given to counselor	Application mailed	Acceptance mailed

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ILLUSTRATIONS BY DAVID GOLDIN

A CHECKLIST FOR INDIAN STUDENTS PREPARING FOR COLLEGE

____ Student should take four years of math in high school.

____ Student should take four years of English in high school.

____ Student should take four years of science in high school.

____ Student take a foreign language class or classes in high school.

____ Student must identify the colleges which have his/her major.

____ Student should set clear career goals.

____ Student must meet with academic counselors.

____ Student must gather information from colleges.

____ Student must identify all scholarship organizaations.

____ Student must write to scholarship organizations for application forms and guidelines.

____ Student must apply to all funding sources.

____ Student must keep good records of his/her search for funds.

____ Student must have all personal records, i.e. birth certificates, Certificate Degree of Indian Blood (CDIB), diplomas, and certificates.

____ Student should visit colleges.

____ Student should attend Career Days.

____ Student should attend summer science, math, and English camps.

____ Student must meet with teachers regarding homework or test results.

____ Student must seek tutoring if he/she is having problems with course work.

____ Student should take a course to learn study habits.

____ Student must do homework.

____ Student should read two hours per day.

____ Student must learn library research.

____ Student must have excellent attendance.

____ Student must be involved with extracurricular activities of his/her interest.

COLLEGE CHECKLIST

Every college is not right for every student. And a college that's right for one student may not be right for that student's friends. The reason most often given for students transferring after their freshman years, is that their personalities didn't fit the lifestyle on their first-choice campus.

Here's a checklist to find a right college, culled from advice by admission officers and students in college now:

- Decide what you want. Do you like big or little, far away or close to home, large city or small town, single-sex or coed?
- Make a list of colleges that fit your preferences and are strong in the areas you want to study. Software programs in high school counseling offices and libraries can produce a list in minutes.
- Seek information about these schools. Write for literature. Talk to people who go, or went there.
- Visit college fairs to get information about colleges on your list, and see if others pique your interest.
- Narrow your list to a workable number. Visit all the campuses left on the list to see if your personalities mesh or clash. Ideally, try to spend a night in a student residence hall.

The type of institution best suited to your child depends on his or her individual needs and talents. Your child can begin focusing on the choice of a college by considering the following questions:

- Why do I want to go to college?
- What do I hope to achieve in college?
- Do I have some idea of what I want to study or for which job I want to prepare?
- Do I want to live at home or go away to school?
- Do I prefer an urban or suburban environment?
- Would I be happier in a small college or at a large college?

NATIVE AMERICAN INDIAN STUDENT SERVICES

Students, especially our Native American students should go beyond identifying colleges with his/her major. In selecting a college, students should look at colleges with programs offering the following student services:

- ***Social adjustment programs*** help students feel like they belong and offer personal development and counseling, peer advising, survival skill seminars, and inspirational speakers such as Elders, tribal leaders, and former students.
- ***Academic support services*** which include aggressive academic advising, intrusive monitoring, mentoring, peer advising, academic skill contracts, tutoring and study groups.
- ***Faculty involvement*** in student recruitment, advising and reaching out to Native American students on campus, and faculty who are willing to learn from students and use humor and cross-cultural communication skills, and who appear to be friendly.
- ***Cultural awareness*** and performance on campus including the use of Elders, talking circles, celebrations and festivals and American Indian Studies departments which emphasize cross-cultural communications and understanding, and offer Native language courses and curriculum with a Native content.
- ***Institutional administrative systems*** which survey students, conduct research, strive for diversity, develop an overall supportive campus infrastructure and develop articulation agreements with tribal governments and school districts in or near Indian communities.
- ***Precollege preparation programs*** which offer summer math and science camps, preadmission services, orientation activities and recruitment efforts.
- ***Financial aid services*** which strive to offer comprehensive funding scholarships, book and incentive scholarships, financial and personal budget advising, and support to students who are not eligible for tribal scholarships.
- ***Connections to the local community*** with regard to summer work experiences, career related issues, and involvement in community events.
- ***Student groups and clubs*** which strive to involve fellow students in social and cultural events and offer supportive and guidance services to freshman and new students.
- ***Information services*** such as newsletters and bulletin board postings which inform students about all services, activities, and academic support programs and events.

Special January 1998 Insert on Family Involvement

Partnership for Family Involvement in Education

Vice President Gore Highlights Importance of Teacher Preparation for Family Involvement in Education

Editor's Note: On November 5, Vice President Al Gore and U.S. Secretary of Education Richard W. Riley hosted the teleconference "Partners for Learning: Preparing Teachers to Involve Families," which addressed the importance of teacher preparation for family involvement in education. The teleconference was preceded by a ceremony to mark USA TODAY's sign-on to the Partnership for Family Involvement in Education. Following the broadcast, the Partnership's Apple PIE Awards were presented by Partner members Working Mother magazine, Teachers College of Columbia University, and the National Coalition for Parent Involvement in Education (NCPIE). To order a free copy of the tape, "Partners for Learning: Preparing Teachers to Involve Families," call 1-800-USA-LEARN. The following are excerpts from Vice President Gore's remarks at the teleconference.

. . . The most promising approach to improving our schools may be the oldest and most obvious: getting families more involved in their children's education. I agree with Secretary Riley that the American family must be the rock on which a good education is built.

. . . Tipper and I hosted our sixth national conference on family policy this summer in Nashville on the topic of "Families and Learning." We learned that one-third of all students say their parents don't know how they're doing in school. We learned that 80 percent of families say teachers and parents need to do a better job of working together. We also announced several initiatives to promote better partnerships between families and schools —including today's teleconference. . . .

Today we've heard from parents, employers, administrators, teachers, and those who TEACH teachers. We know that for families to be real partners in their children's education, a lot of people will have to make a major commitment to change. We also know that family involvement doesn't end with parent-teacher conferences or PTA meetings—although those things are important. We need to do more.

That's why I want to issue challenges to everyone participating in this teleconference today: I challenge schools of education to make it a cornerstone of your curriculum and activities to prepare future teachers to involve families in their children's education. I challenge teachers to reach out to parents and families and make them welcome partners in your classrooms and schools. I challenge school principals and administrators to make it known to teachers and parents alike—that your school places the highest possible priority on family involvement. I also challenge principals to invest in technology that can improve communication between teachers and parents—from phones, to voice mail, to e-mail, to the latest Web-based technologies. I challenge employers to establish family-friendly policies that encourage employees to become involved in their children's schools. I challenge families to tell your children and their teachers that you want to be actively involved, show up at your children's activities, and talk with your children about their work and activities each evening. Finally, I challenge students to expect the best from themselves and reach out to your parents, teachers, family members, and friends for support. Your future depends on it, and so does ours. CU

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What can my child do to prepare academically for college?

Take Courses Recommended for College-Bound Students

To prepare for college, there is no substitute for your child getting a solid and broad academic education. This means your child should take challenging courses in academic subjects and maintain good grades in high school. Your child's transcript will be an important part of his or her college application.

A college education builds on the knowledge and skills acquired in earlier years. It is best for your child to start planning a high school course schedule early, in the seventh or eighth grade. Students who don't plan ahead may have difficulty completing all the required or recommended courses that will help them qualify for college.

Most selective colleges (those with the highest admissions requirements) prefer to admit students who have taken courses in certain subject areas. For example, many colleges prefer that high school students take at least geometry and trigonometry, rather than only general math and algebra. Basic computer skills are now essential, and some colleges prefer three or four years of a foreign language. Your child's guidance counselor can help your child determine the high school courses required or preferred by different types of colleges. If your child is interested in specific colleges, he or she can contact those schools and ask about their admissions requirements.

Many high schools offer Advanced Placement (AP) courses and exams. AP courses are college-level courses in approximately 16 different subjects; they help students prepare for college-level work while they are still in high school. Students who take AP courses are often more prepared for the academic challenges presented in college. In addition, a student who takes an AP course, and who scores a grade of 3 or higher on an AP exam, can often receive advanced placement in college and/or credit for a college course. [Footnote: This can result in significant cost savings. However, not all colleges and universities give credit or advanced placement for earning a grade of 3 or higher on an AP exam. Write to the admissions office of the colleges that are of interest to your child to find out if they give credit for an AP exam grade of 3 or higher. Ask to obtain the college's AP policy in writing, or look for a discussion of the policy in the institution's catalog.] Talk to one of your child's teachers, your child's guidance counselor, or the principal of your child's school to find out if AP courses are offered at your child's high school.

Chart 2 (attached) lists the high school courses that many higher education associations and guidance counselors recommend for a college-bound student. These courses are especially recommended for students who want to attend a four-year college. Even if your child is interested in attending a junior college, community college, or technical college, he or she should take most of these courses since they provide the preparation necessary for all kinds of postsecondary education. (In addition, many students who attend two-year colleges go on to earn B.A. or B.S. degree at a four-year college or university.)

Make Sure That All Courses Meet High Standards

It is not only important for your child to enroll in the courses recommended for college-bound students; it is also essential that the material taught in those courses reflect high academic standards and high expectations for what students should know and be able to do. Research indicates that high expectations and high standards improve achievement and positively influence student learning.

Efforts are under way in states and communities across the country to answer the question: "*What is it that our children ought to know and be able to do. . . to participate fully in today's and tomorrow's economy?*" Many states and local communities have been developing or revising their standards (sometimes called "curriculum frameworks") n core subject areas such as math, science, English, history, geography, foreign languages, civics, and the arts. These standards help provide parents with answers to questions such as:

> *"Is my child learning?"*
>
> *"What is it that my child should know by the end of each grade?"*

Many school districts are not waiting for their states to complete standards. In many local communities, groups of citizens—parents, teachers, administrators, business leaders, clergy, representatives from colleges, curriculum experts, and other community members—are working together to develop or revise standards. In creating their own standards, many States and local communities are drawing on model voluntary standards developed by national professional associations.

In order to make sure that the curriculum in your child's school meets high academic standards, call your child's school to find out if State or local standards are being developed. Ask how you can get involved in the standard-setting process. Join with other parents, teachers, and your child's principal and compare your school's standards against the best schools and the best State standards.

What can my child do outside the classroom to prepare for college?

Interpersonal and leadership skills, interests and goals are all important for college preparation. Independent reading and study, extracurricular activities, and work experience will all help your child develop his or her skills, interests and goals.

Independent Reading and Study

Independent reading and study will help your child to prepare academically for college. This is a good way to develop interests, expand knowledge, and improve the vocabulary and reading comprehension skills needed for college and the SAT I or ACT. Encourage your child to read all kinds of books for fun—fiction and non-fiction. The school library and the local public library are good sources of books, magazines, and newspapers.

Creating a Good Place To Study

Your child needs a quiet and comfortable place to study. Here are a few things that you can do:

1. **Help him or her find a quiet place with some privacy.**
2. **Set up a desk or large table with good light and place reference books such as a dictionary on the desk or nearby.**
3. **Make sure your child studies there on a regular basis.**

Extracurricular Activities

Many school, community, and religious organizations enable high school students to explore their interests and talents by providing activities outside the classroom. Colleges are often interested in a student's extracurricular activities such as school clubs, the student newspaper, athletics, muscial activities, arts, drama, and volunteer work, especially if a student has excelled in one or more of these areas.

Work Experience and Community Service

Work experience—paid or volunteer—can teach students discipline, responsibility, reliability, teamwork, and other skills. Some students participate in community service activities such as tutoring elementary school children or volunteering in a local hospital. Such activities make valuable contributions to society and also help students to identify their career interests and goals, gain workplace skills, and apply classroom learning to real-world problem solving. Many colleges view community service as a valuable experience that enhances a student's college application.

Some schools offer academic credit for volunteer work through "service-learning." This is a teaching method that integrates hands-on-learning (through service to the community) into the school curriculum. To find out if your child's school offers "service-learning," talk to your child's teacher, guidance counselor, or school principal.

A summer job is a good way to gain experience and earn money for college. If your child works during the school year, he/she should not work so many hours that the job interferes with school work.

Jayme Stewart

PARENTS' RULES FOR COLLEGE ADMISSIONS

RULE 1: Awaken your child on time for all tests, interviews, and meetings. No matter how responsible your child is, there's always the chance that an alarm clock won't be set or a deadline will be overlooked. In the tremendous number of other pressures during senior year, something is bound to be missed, and parental backup can be invaluable.

RULE 2: Keep track of deadlines for SATs, ACTs, college applications, and other requirements that require money. If your child hasn't asked for a check from you, raise a question about this omission.

RULE 3: Expect some anxiety! Every student will exhibit nerves, such as by complaining of a queasy stomach, saying, "I don't want to apply to these schools," or some other signal. In fact, the top students who are most competitive will usually display the most anxiety. These reactions are normal and can't be avoided when deadlines approach, and so don't become unduly worried when the symptoms begin to appear. Just offer comfort, support, and perspective: "Everybody's nervous at this stage--you're not alone! It will be over soon!"

RULE 4: If your child shows no interest in applying to college, ease him into the application process. A common occurrence I've encountered among some students is that they say they don't want to apply anywhere. The reason for their attitude is usually a fear of rejection. To counter this problem, I've advised parents to get their children to apply to a relatively easy college with "rolling admissions" or "rolling decision"--i.e., an immediate acceptance or rejection when the application is received and processed. An early acceptance will often break the ice and encourage the insecure student to become more involved and interested in applying to other schools. Also, I'm quite willing to violate one of my basic rules here: If your child is quite fearful and seems immobilized by anxiety, it may be helpful for you to make the application for him. Your objective is just to get him started. After that, he can begin to operate more on his own.

RULE 5: Seek help immediately if your child behaves responsibly and aggressively during the first part of the applications process but then begins to sabotage his record with disciplinary or academic failures. This sort of response doesn't involve normal "senioritis" and must be handled delicately by parents. In some cases, such self-destructive behavior may arise from too much pressure in high school. Or there may be underlying emotional difficulties. Help from teachers, guidance counselors, or even outside psychologists may be needed. But it's up to parents to identify the symptoms early and take countermeasures before too much damage is done.

RULE 6: Don't be unrealistic about your child's qualifications. From this book, the advice of your school guidance counselor, and other research, you should be able to determine objectively whether or not your child really has a shot at Harvard or Yale. If she doesn't, focus on schools that are more suitable.

RULE 7: Don't attempt to relive your life through your children. If you do, that will just add to their already enormous pressures and will also inject a note of unreality into the applications process. After all, you're not the one applying to school. Your *child* is the applicant!

RULE 8: Don't overestimate your child's ability to cope with the entire college-application process. Here, we return to that basic point about striking a balance between the role of the child and the parent. You do have some burdens you have to meet, and it's important not to shirk them. Few if any children, for example, can fill out an accurate financial-aid form.

RULE 9: It's normal for you to have mixed feelings about your child's leaving home. It's a sad, wrenching time for any mother or father who has had a relatively close relationship with a son or daughter to see that child drive or fly off into the sunset toward a new college experience. "It's the beginning of the end," one parent told me. "She's not mine anymore". Yet it's also the beginning of a new beginning, both for the child and for the parent-child relationship. So prepare to have those unhappy feelings, but at the same time anticipate a new adventure in interacting with an increasingly adult son or daughter.

RULE 10: Let your child know you have confidence in his ability to succeed in college. This is part of the process of empowering your child to perform effectively on his own. If he knows you believe in him, he's likely to live up to your expectations.

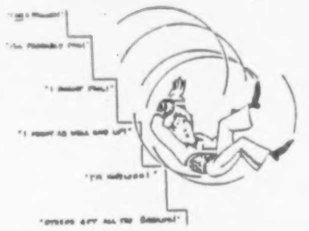
RULE 11: Teach her how to set up a budget and keep a checking account. Again, experience will probably be the best instructor. Running out of money a week before the end of the month or bouncing a check at a favorite store is enough to shock most young people into an understanding of the real world. But some words of wisdom about these matters before the student arrives at college can prevent considerable embarrassment, discomfort, or pain.

RULE 12: Make sure your child knows how to use a washer and dryer! Probably if you don't teach him, he'll learn on his own. But it can save a lot of headaches if you explain about bleach, different types of fabrics, and the problems of mixing whites with colors!

⇨ ELEVEN REASONS FOR LACK OF MOTIVATION

1. Lack of a definite Goal
2. laziness
3. Poor Relationships
4. Poor Study Habits
5. Excessive Worry
6. Negative Personality Traits
7. Outside Activities
8. Lack of Role Models and Support
9. Illness
10. Dull Classes or Uninspiring Teachers
11. Conditioned Behavior

A NEGATIVE PERSONALITY WILL SURELY BRING FAILURE . . .



"Negative personality traits can make good study habits difficult or impossible . . . Alibis will always give a poor achiever justification for mediocrity."

⇨ TWELVE STEPS TO ACHIEVING SELF-MOTIVATION

1. Set a Goal
2. Build Desire
3. Think Rationally
4. Develop Positive Personality Traits
5. Choose Friends Carefully
6. Have Faith in Yourself
7. Give Reinforcement
8. Get Specialized Skills
9. Use Special "Mind-motivators"
10. Solve Personal Problems
11. Develop Persistence
12. Take Action

A POSITIVE PERSONALITY BRINGS SURE SUCCESS . . .

"If you believe in yourself, you know you can and will succeed in school."

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✎ ATTACK PLAN FOR STUDYING ✎

P-A-G-E

⇨ ***Prepare***

Prepare for reading by browsing through texts

- ➡ Copy chapter texts
- ➡ Structure notes

⇨ ***Ask***

Ask questions in each assigned chapter

- ➡ Add subtitles and main ideas to notes
- ➡ Set goals

⇨ ***Gather***

Gather the answers to your questions

- ➡ Use a pencil check system; don't underline
- ➡ Add details to notes for each page

⇨ ***Evaluate***

Evaluate your results

- ➡ Fill gaps in notes where needed
- ➡ answer questions
- ➡ Think and recall

✏ SUCCESS HABITS ✏

☞ Know Thyself
☞ Prepare yourself
☞ Improve your self-image
☞ Use visualization techniques
☞ Read extensively
☞ Eat intelligently
☞ Attend classes regularly
☞ Know your teacher
☞ Make a schedule if it helps
☞ Develop concentration
☞ Reduce study stress
☞ Choose an appropriate study area.
☞ Psych yourself into "study readiness"
☞ Study "bite-sized" chunks
☞ Put balance in your life
☞ Make the best of school

FINANCIAL AID RESOURCES

The following is a list of financial aid resources (grants, scholarships, fellowships, and other forms of support) for which persons of Native American descent can apply. In reviewing this information, there are two points that should be considered:

- The term *Native American* has different meanings.
- Each financial resource has different eligibility requirements.

MEANING OF *NATIVE AMERICAN*

For purposes of many of the financial aid resources, a ***Native American*** refers to *a person of aboriginal descent who is enrolled in a* ***federally (Bureau of Indian Affairs) recognized, state recognized, or terminated*** *Tribe, Band, or Nation.*

In addition to the sources of financial aid that are specifically directed toward federally recognized Native Americans, most Native Americans can qualify for a minority status. In some educational institutions they may compete with other minorities for minority scholarships and tuition waivers.

TRIBAL SCHOLARSHIP PROGRAMS

NAME		CITY/STATE/ZIP	PHONE NO.	FAX NO.
Pueblo of Acoma	P O Box 307	Acoma Pueblo NM 87034	505-552-6621/6604 Ext. 44	505-552-6600
All Indian Pueblo Council	3939 San Pedro NE, Suite D P O Box 3256	Albuquerque NM 87190	505-884-3820	505-884-1474
Eight Northern Indian Pueblos Scholarship	P O Box 969	San Juan Pueblo NM 87566	505-753-1808	505-753-8988
Hopi Tribal Education Office	P O Box 123	Kykotsmovi AZ 86039	602-734-2441	
Pueblo of Isleta	P O Box 1270	Isleta NM 87022	505-869-2597	505-869-4236
Pueblo of Jemez	P O Box 9	Jemez NM 87024	505-834-9171	
Jicarilla Apache Tribe	P O Box 507	Dulce NM 87528	505-759-3316	505-759-3492
Pueblo of Laguna	P O Box 194	Laguna NM 87026	505-552-6654 Ext.33	505-243-9636
Mescalero Apache Tribe	P O Box 176	Mescalero NM 88340	505-671-4494 Ext.205/206/216	505-671-4494
Navajo Higher Education Program	P O Box S	Window Rock AZ 86515	1-800-243-2956 520-871-5544	520-871-7304
Pueblo of San Felipe	P O Box A	San Felipe NM 87001	505-867-5234/5944	505-867-3383
Pueblo of Santo Domingo	P O Box 99	Santo Domingo NM 87052	505-465-2214 Ext. 29	505-465-2688
Ysleta Del Sur Pueblo	P O Box 17579 Ysleta Station	El Paso TX 79917	915-858-1076	915-858-2367
Pueblo of Zia	135 Capital Square Drive	Zia Pueblo NM 87053-6013	505-867-3304	
Pueblo of Zuni	P O Box 339	Zuni NM 87327	505-782-4481/2191	

BIA AREA OFFICES

ABERDEEN AREA OFFICE
Bureau of Indian Affairs
115 4th Avenue, SE
Aberdeen SD 57401
605/225-0250, Ext. 431
Cheyenne River Agency
Crow Creek Agency
Fort Berthold Agency
Fort Totten Agency
Lower Brule Agency
Pine Ridge Agency
Rosebud Agency
Sisseton Agency
Standing Rock Agency
Turtle Mountain Agency
Winnebago Agency
Yankton Agency

ALBUQUERQUE AREA OFFICE
Bureau of Indian Affairs
P O Box 26567
Albuquerque NM 87125-6567
505/766-3160
Jicarilla Agency
Laguna Agency
Mescalero Agency
Northern Pueblos Agency
Ramah-Navajo Agency
Southern Pueblos Agency
Southern Ute Agency
Ute Mountain Ute Agency
Zuni Agency

ANADARKO AREA OFFICE
Bureau of Indian Affairs
P O Box 368
Anadarko OK 73005
405/247-6673, Ext. 448
Anadarko Agency
Concho Agency
Horton Agency
Pawnee Agency
Shawnee Agency

BILLINGS AREA OFFICE
Bureau of Indian Affairs
316 North 26th Street
Billings MT 59101
406/657-6375
Blackfeet Agency
Crow Agency
Flathead Agency
Fort Belkap Agency
Fort Peck Agency
Northern Cheyenne Agency
Rocky Boy Agency
Wind River Agency

EASTERN AREA OFFICE
Bureau of Indian Affairs
1051 Constitution Avenue, NW
Washington DC 703/235-3351
Cherokee Agency
Choctaw Agency
Miccosukee Agency
New York Field Office
Seminole Agency

JUNEAU AREA OFFICE
Bureau of Indian Affairs
P O Box 3-8000
Anchorage AK 99802
907/586-7183
Anchorage Agency
Bethel Agency
Fairbanks Agency
Nome Agency
Southeast Agency

MINNEAPOLIS AREA OFFICE
Bureau of Indian Affairs
15 South 15th Street
Minneapolis MN 55402
612/349-3645
Great Lakes Agency
Minnesota Agency
Red Lake Agency
Sac and Fox Field Office

MUSKOGEE AREA OFFICE
Bureau of Indian Affairs
Federal Building, Room 152
Muskogee OK 74401
Ardmore Agency
Miami Agency
Okmulgee Agency
Osage Agency
Tahlequah Agency
Talihina Agency
Wewoka Agency

NAVAJO AREA OFFICE
Bureau of Indian Affairs
P O Box 1060
Gallup NM 87301
520/871-5151
Chinle Agency
Eastern Navajo Agency
Fort Defiance Agency
Shiprock Agency
Tuba City Agency
Western Navajo Agency

PHOENIX AREA OFFICE
Bureau of Indian Affairs
P O Box 7007
Phoenix AZ 85011
602/241-2320
Colorado River Agency
Eastern Nevada Agency
Fort Apache Agency
Fort Yuma Agency
Hopi Agency
Papago Agency
Pima Agency
Salt River Agency
San Carlos Agency
Truxton Canon Agency
Western Nevada Agency

PORTLAND AREA OFC
Bureau of Indian Affairs
P O Box 3785
Portland OR 97208
503/230-5682
Colville Agency
Flathead Agency
Fort Hall Agency
Northern Idaho Agency
Olympic Peninsula Agency
Siletz Agency
Spokane Agency
Umatilla Agency
Warm Springs Agency
Yakima Agency

SACRAMENTO AREA OFFICE
Bureau of Indian Affairs
Federal Office Building
2800 Cottage Way
Sacramento CA 95825
916/978-4680
Central California Agency
Hoopa Agency
Southern California Agency

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SCHOLARSHIP RESOURCES FOR AMERICAN INDIAN STUDENTS

Adolph Van Pelt Foundation, Inc.
Fargo Lane
Irvington NY 10533
Requirements: Proof of ancestry
Amount: Varies.
Deadline: April 15
Major: Business

All Indian Pueblo Council, Inc.
1015 Indian School Rd. NW
Albuquerque NM 87197
Requirements: Pueblo Indian students
Amount: Depending on need.
Deadline: March 1; November 1

American Indian Scholarship Programs
American Indian Science & Engineering
1085 14th Street, Suite 1506
Boulder CO 80302-7309
Requirements: AISES member, ¼ American Indian, full-time student.
Amount: $1,000 - $2,500.
Major: Math, engineering.

Emergency Aid Health Professional Scholarship
Association on American Affairs, Inc.
95 Madison Avenue
New York NY 10016
Requirements: Enrolled Native American/ Alaskan Native Corporation
Amount: $50. - $300.

Indian Fellowship Program
U. S. Department of Education, Rm 2177
Mail Stop 6267
400 Maryland Avenue SW
Washington DC 20202
Ph.: 202/732-1909
Requirements: Proof of Indian certification, full-time student.
Majors: Engineering, business, natural resources.

Indian Health Employees Scholarship Fund, Inc.
215 Federal Building
Aberdeen SD 57401
Requirements: American Indian descent, preference to Indians students in South Dakota, North Dakota, Minnesota, Iowa and Nebraska.
Amounts: $500. Renewable.
Majors: Health field.

International Order of the King's Daughters and Sons
P O Box 1017, 34 Vincent Avenue
Chautauqua NY 14722
Atten: N. A. I. D.
Requirements: Proof of ancestry
Amount: $500. - $1,000.
Deadline: April 1

Native American Educational Grants by the Presbyterian Church
The Vocational Agency, Presbyterian Church
430 Interchurch Center
475 Riverside Drive, Room 430
New York NY 10115
Requirements: Affiliated with Presbyterian Church.
Amount: $200. - $2,500.

Native American Scholarship Program
Santa Fe Southern Pacific Foundation
224 South Michigan Avenue
Chicago IL 60604
Requirements: Seniors, ¼ American Indian
Amount: Up to $2,500.
Deadline: March 15

Until These Hills Educational Fund, Inc.
P O Box 398
Cherokee NC 28719
Requirements: Enrolled members of Eastern Band of Cherokee Indians.
Amount: $500. (8)
Deadline: May 1

Indian Education-Colleges & Universities
Div. of Student Services – Education Programs
U. S. Bureau of Indian Affairs
123 Fourth Street, SW
P O Box 1788
Albuquerque NM 87103
Requirements: ¼ Native American Indian, Eskimo, Aleut.
Amount: $1,550. Renewable.
Deadline: April 1

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Scholarships

Of Special Interest to American Indian Students

Here are some scholarship opportunities especially for underrepresented students. They have been excerpted from three books which we recommend for your scholarship search.

American Indian Arts Council, Inc.
Scholarship Committee
725 Preston Forest Shopping Center, Suite B
Dallas, TX 75230
214•891-9640
Requirements: Official tribal documentation; 2.5 GPA
Amount: $1,000
Deadline: March 1 and September 15
Major: Art
More Info: Reference A, p. 14

American Indian Graduate Center
4520 Montgomery Blvd. NE, Suite 1-B
Albuquerque, NM 87109
505•881-4584
Requirements: Graduate student; tribal enrollment
Amount: Based on unmet need
Deadline: April 15 and June 1
Major: All fields. Priority given to health, business, education, law, engineering, natural resources
More Info: Reference B, p. 61

Association on American Indian Affairs
245 Fifth Avenue
New York, N.Y. 10016-7877
212•689-8720
Requirements: Tribal enrollment
Amount: $50-$1500 depending on type
Deadline: June 1 - July 1 depending on type
Major: Varies, depending on type of scholarship
More Info: Reference B, p. 36

Native American Scholarship Fund
8200 Mountain Road, NE, #203
Albuquerque, NM 87110-7835
505•262-2351
Requirements: 3.0 GPA
Major: Math, engineering, science, business, education, computers
More Info: Reference A, p. 27

Society of Women Engineers Scholarship
United Engineering Center, Room 305
345 East 47th Street
New York, NY 10017
212•705-7855
Requirements: Female Undergraduate
Amount: $1,000—4,000
Deadline: May 15
Major: Engineering
More Info: Reference A, p. 30

Truman D. Picard Scholarship Program
4370 NE Halsey St
Portland, OR 97213
503•282-4296
Requirements: Tribal enrollment
Amount: $1,500
Deadline: February 1
Major: Natural Resources
More Info: Reference A, p. 31

A.T. Anderson Memorial Scholarship Program
American Indian Science and Engineering Society (AISES)
[illegible]
Boulder, CO 80301-1014
303•492-8658
Requirements: AISES Student Member; tribal enrollment
Amount: $1000
Deadline: June 30-August 1
Major: Science, engineering, business and related disciplines
More Info: Reference B, p. 10 or AISES direct

Xerox Technical Minority Scholarship Program
Xerox Corporation
Corporate Employment and College Relations
Xerox Square-026
Rochester, NY 14644
Requirements: Minority status
Amount: $4000, undergraduate; $5000, graduate
Deadline: July 1
Major: Science and engineering
More Info: Reference B, p. 17

American Physical Society
335 East 45th Street
New York, NY 10017-3483
212•682-7341
Requirements: Minority status; H.S. senior or college frshmn
Amount: $2,000
Deadline: March 1
Major: Physics
More Info: Reference B, p. 18

Council of Energy Resource Tribes (CERT)
1999 Broadway, Suite 2600
Denver, CO 80202
303•297-2378
Requirements: Tribal enrollment
Amount: $1,000
Deadline: July 1
Major: Science, engineering, business
More Info: Reference B, p. 19

American Geological Institute
AGI Minority Participation Program
American Geological Institute
4220 King Street
Alexandria, VA 22302-1507
703•379-2480
Requirements: Minority status
Amount: up to $10,000/year
Deadline: January 31
Major: Geoscience
More Info: Reference B, p. 21

The Al Qoyawayma Award
George Bird Grinnell American Indian Children's Education Foundation
Box 47H, RD#1
Dover Plains, NY 12522
914•877-6425
Requirements: Tribal enrollment, excellence in science, engineering plus one of the arts
Amount: $2,000
Major: Science, engineering
More Info: Reference B, p. 24

The Continental Society, Daughters of Indian Wars
2676 Faraday Court
Decatur, GA 30033
Requirements: Federally recognized tribal enrollment
Amount: $500
Deadline: March 1
Major: Education or social services for work on a reservation
More Info: Reference B, p. 28

Continued on page 82

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National Clearinghouse for Professions in Special Education

Selected Financial Aid Resources for Native Americans

Note: The following information is subject to change. Please contact the organization for complete program details.

American Indian Scholarship Fund Association, 1508 Crossroads of the World, Los Angeles, CA 90020
Provides scholarships and loans to Native American students. Write for program details.

American Indian Professional Training Program in Speech-Language Pathology and Audiology, University of Arizona, Speech Bldg. Room 301, Tucson, AZ 85721 (602) 621-1969
For Native American students. Write for program details.

American Indian Teacher Training Program, American Indian Teacher Training Program, 2424 Springer Drive, Suite 200, Norman, OK 73069 (405) 364-0656
For Native American or Native Alaskan graduate students or teachers. May deadline. Award - full tuition and stipend.

Association of American Indian Affairs, Inc., Scholarship Coordinator, 245 - 5th Avenue, New York, NY 10016-7877 (212) 689-8720
The Association of American Indian Affairs offers the "Emergency Aid and Health Professions Scholarship", "Displaced Homemaker Scholarship", Sequoyah Fellowship Program" and the "Van Pelt Scholarship." Deadlines, requirements, and awards vary. Contact the Association for details.

Continental Society Daughters of Indian Wars Scholarship, Continental Society Daughters of Indian Wars, 206 Springdale Drive, La Grange, GA 30240-2648
For certified tribal members, enrolled in an undergraduate *education or social services* program. Must plan to work on a reservation. June deadline. Award $500.

Eight Northern Indian Pueblos Council Scholarships, Eight Northern Indian Pueblos Council, Inc., Scholarship Office, PO Box 969, San Juan Pueblo, NM 87566 (505) 753-1808
Must be member of one of the eight northern Pueblos. March and November deadlines. Award varies.

Graduate Fellowships for American Indians, American Indian Graduate Center, 4520 Montgomery Blvd., N.E., Suite 1-B, Albuquerque, NM 87109 (505) 881-4584
For Native American graduate students studying *health*, law, *education, business, natural resources or engineering*. April and May deadlines. Award varies.

Health Professions Preparatory Scholarship for Indians, Department of Health and Human Services, 5560 Fishers Lane, Room 6-12, Rockville, MD 20857 (301) 443-5204
For Native Americans who need compensatory pre-professional education in order to enroll in a *health profession* school. April deadline. Award up to $12,000.

Health Professions Program, Indian Health Service, Attn: Grants Management Branch, 12300 Twinbrook Parkway, Suite 605, Rockville, MD 20852 (301) 443-5204 or 6197
For students pursuing degrees in health-related professions including *social work, and physical therapy.* Native Americans are given first priority. April deadline. Stipend $7,000 - $12,000.

Indian Resource Development (IRD), Box 30001, Department 3IRD, Las Cruces, NM 88003 (505) 646-1347

IRD publishes *"Sources of Financial Aid Available to American Indian Students."* The cost for this comprehensive guide to federal, state, and tribal financial aid sources for Native Americans is $4.00.

Indian Scholarship Program, International Order of the Kings Daughters and Sons, 34 Vincent Avenue, PO Box 1017, Chautauqua, NY 14722 (716) 357-1951

For Native American students who possess a reservation registration number and are majoring in a *health field*. June deadline. Award $500.

Mae Lasley/Osage Scholarship Fund, PO Box 2009, Tulsa, OK 74101 (918) 587-3115

For students of Osage Indian descent who show financial need. First priority goes to Catholic applicants. June deadline. Award $250 - $1,000.

Minnesota Chippewa Tribe Scholarship, PO Box 217, Cass Lake, MN 56633 (218) 335-8584

For members of theFond du Lac or Grand Portage tribes. No deadline. Award up to $3,000 per year.

Native American Education Grants, The United Presbyterian Church in the U.S. A., 475 Riverside Drive, Room 430, New York, NY 10027

For Native American Indians, Aleut, or Eskimos who are U.S. citizens and have completed at least one college semester. Award $200 - $1,500.

Native American Leadership in Education (NALE), Native American Scholarship Fund, Inc., 3620 Wyoming Blvd., N.E., Suite 206, Albuquerque, NM 87111 (505)275-9788

For Native American *education paraprofessionals* to return to college. April and September Deadlines. Awards vary, $500 and up.

Native American Scholarship Program, Santa Fe Pacific Foundation, 1630 30th Street, Suite 301, Boulder, CO 80301-1014 (303) 492-8658

For Native American high school seniors who have at least 1/4 Indian blood. March deadline. Award up to $2,500 per year.

North Dakota Indian Scholarship Program, North Dakota University System, 600 East Blvd., Bismarck, ND 58505 (701) 328-2166

For North Dakota residents who have at least 1/4 Indian blood and are attending undergraduate or graduate school in North Dakota. July deadline. Award $700 - $2,000.

Patricia Roberts Harris Fellowships, California State University, Office of Graduate Studies, Northridge, CA 91330 (818) 885-2138

For minority students studying *education, school psychology, or career counseling* at the master's level. Award varies.

Seneca Nations Educational Foundation, Jimerson Town Road, Salamanca, NY 14779 (716) 945-1790

For college students who are members of the Seneca Nation. Award up to $4,000.

United States Dept. of Education (Indian Education and Psychology Fellowships), U. S. Dept. of Education, Room 2177, Mail Stop 6267, 400 Maryland Ave., SW, Washington, DC 20202 (202) 732-1924

For American Indian or native Alaskan undergraduate or graduate students studying *education, psychology, guidance counseling or related areas*. Various deadlines. Fellowships $600 - $24,000.

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Corrections? Please help us keep this sheet up to date. Send corrections/ additions to the NCPSE by letter, telephone, fax or E-mail. Thank you.

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ANNUAL REGISTER OF GRANT SUPPORT. 1991. $141.00 (plus S&H). National Register Publishing Co.. 3004 Glenview Rd.. Wilmette IL 60091 (708) 256-6067. Toll Free 800-323-6772.

ART SCHOLARSHIPS. Jean M. Delaney. 1988. 144 pp. (No ISBN). order from: National Art Education Association. 1916 Association Drive. Reston VA 22091.

BEAR'S GUIDE TO MONEY FOR COLLEGE. John Bear. 1984. 144 pp.. $5.95. (ISBN 0-89815-126-0). Ten Speed Press. P O Box 7123. Berkeley CA 94707 (415) 845-8414. Toll Free 800-841-2665.

CHRONICLE FOUR-YEAR COLLEGE DATABOOK. Paul Downes. 1989. 528 pp.. $19.90. (ISBN 1-55631-032-3). Chronicle Guidance Publications. P O Box 1190. Moravia NY 13118 (315) 497-0330. Toll Free 800-622-7284.

CHRONICLE STUDENT AID ANNUAL. Paul Downes. 1989. 440 pp., $19.97. (ISBN 1-55631-0340-X). Chroicle Guidance Publications. P O Box 1190. Moravia NY 13118 (315) 497-0330. Toll Free 800-622-7284.

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COLLEGE COSTS. 52 pp.. minimum order 10 @ $1.50 each. Life Insurance Marketing and Research. P O Box 208. Hartford CT 06141 (203) 677-0033. Toll Free 800-235-4672.

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COLLEGE GRANTS FROM UNCLE SAM: AM I ELIGIBLE & FOR HOW MUCH?. 9th EDITION. Anna Leider. 1989. $2.50. (ISBN 0-945981-17-1). Octameron Assoc.. distributed by Dearborn Trade. 520 N. Dearborn Street. Chicago IL 60610 (312) 836-0466. Toll Free 800-621-9621. Ext. 270.

COLLEGE LOANS FROM UNCLE SAM: THE BORROWER'S GUIDE THAT EXPLAINS IT ALL FROM LOCATING LENDERS TO LOAN FORGIVENESS. 9th EDITION. Anna Leider. 1989. $2.50. (ISBN 0-945981-18-X). Octameron Assoc., distributed by Dearborn Trade. 520 N. Dearborn Street. Chicago IL 60610 (312) 836-0466. Toll Free 800-621-9621. Ext. 270.

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COLLEGE STUDENT'S HANDBOOK FOR ACADEMIC AND CAREER EXCELLENCE, S. A. Swami, 1990. (ISBN 0-941553-01-9), Minibook Publishing Co., P O Box 21, Montgomery WV 25136 (304) 442-2102.

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FINANCIAL AID FOR MINORITIES IN BUSINESS & LAW. 1987. 60 pp., $4.00. LC 87-82155. (ISBN 0-912048-55-7), Garrett Park Press, P O Box 190F, Garrett Park MD 20896 (301) 946-2553.

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FREE MONEY FOR HUMANITIES AND SOCIAL SCIENCE STUDENTS. Laurie Blum. 1987. 190 pp., $8.95. LC 87-8918. (ISBN 0-913729-81-7), Paragon House, 90 Fifth Ave., New York NY 10011 (212) 620-2820, Toll Free 800-727-2466.

FREE MONEY FOR MATHEMATICS AND NATURAL SCIENCE STUDENTS. Laurie Blum. 1987. 190 pp., $8.95. LC 87-8912. (ISBN 0-913729-83-3), Paragon House, 90 Fifth Ave., New York NY 10011 (212) 620-2820, Toll Free 800-727-2466.

GET YOUR MONEY, HONEY! A STUDENT GUIDE TO STAYING ALIVE. Shakurra Amatulla. $4.95. (No ISBN). U. S. Publications, P O Box 33147, Farragut Station, Washington DC 20033.

GRADUATE SCHOLARSHIP BOOK. 2nd EDITION. Daniel J. Cassidy & Michael Alves. 1990. (ISBN 0-13-362336-X). $22.95; Hard copy $29.95. (ISBN 0-13-362328-9). Simon & Schuster. Inc., Rt 9 W. Englewood Cliffs NJ 07632 (210) 592-2000. Toll Free 800-922-0579.

GRANTS FOR THE ARTS. Virginia White. 1981. $22.50. (ISBN 0-686-3195-5). Public Service Materials. 5130 MacArthur Blvd. NW. Apt. 200. Washington DC 20016 (202) 966-7086. Toll Free 800-424-3761.

GRANTS FOR GRADUATE STUDENTS. 2nd EDITION. John H. Wells and Amy J. Goldstein. (No ISBN). Peterson's Guides. Carnegie Center. P O Box 2123. Princeton NJ 08543 (609) 243-9111. Toll Free 800-338-3282.

GRANTS IN THE HUMANITIES: A SCHOLAR'S GUIDE TO FUNDING SOURCES. 2nd EDITION. William E. Coleman. 1984. 175 pp., $29.95. (ISBN 0-918212-80-4). Neal-Schuman Publishing. 23 Leonard Street. New York NY 10013 (212) 925-8650.

GRANTS REGISTER. 1989-1991. 11th EDITION. Alan C. Lerner. 1988. 1000 pp., LC 77-12055. (ISBN 0-312-02118-6). St. Martin's Press. 175 Fifth Ave., New York NY 10010 (212) 674-5151. Toll Free 800-221-7945.

HOW AND WHERE TO GET SCHOLARSHIPS AND FINANCIAL AID FOR COLLEGE. Robert L. Bailey. 256 pp., $7.95. (ISBN 0-668-06424-2). Arco Press. Division of Prentice-Hall Press. 200 Old Tappan Rd., Old Tappan NJ 07675 (210) 767-5937.

HOW THE MILITARY WILL HELP YOU PAY FOR COLLEGE: THE HIGH SCHOOL STUDENT'S GUIDE TO ROTC, THE ACADEMIES, AND SPECIAL PROGRAMS. 2nd EDITION. Don M. Betterton. 1990. 189 pp., $9.95. LC 89-29864. (ISBN 0-87866-996-5). Peterson's Guides. Carnegie Center. P O Box 2123. Princeton NJ 08543 (609) 243-9111. Toll Free 800-338-3282.

HOW TO FIND OUT ABOUT FINANCIAL AID: A GUIDE TO OVER 700 DIRECTORIES LISTING SCHOLARSHIPS, FELLOWSHIPS, GRANTS, LOANS, AWARD & INTERNSHIPS. Gail A. Schlachter. 1987. 350 pp., $29.95. (ISBN 0-918276-05-5). Reference Service Press. 1100 Industrial Rd., Suite 9. San Carlos CA 94070 (415) 594-0743.

HOW TO OBTAIN MAXIMUM COLLEGE FINANCIAL AID. 1984. 38 pp., $8.00. (ISBN 0-932495-00-1). Student College Aid. 3641 Deal Street. Houston TX 77025 (713) 668-7899.

INTERNATIONAL ENCYCLOPEDIA OF FOUNDATIONS. 1990. Joseph C. Kiger. $75.00. (ISBN 0-313-25983-6). Greenwood Press. 88 Post Rd., W. Box 5007. Westport CT 06881 (203) 226-3571.

JOURNALISM CAREER GUIDE FOR MINORITIES. 48 pp., Free. (No ISBN). The Dow Jones Newspaper Fund. P O Box 300. Princeton NJ 08543 (609) 452-2829.

JOURNALISM CAREER AND SCHOLARSHIP GUIDE. 1991. 30th EDITION. 180 pp., $3.00. (No. ISBN). The Dow Jones Newspaper Fund. P O Box 300. Princeton NJ 08543 (609) 452-2820.

KEYS TO FINANCING A COLLEGE EDUCATION. Marguerite J. Dennis. 1990. 160 pp., $4.95. (ISBN 0-8120-4468-1). Barron Press. P O Box 8040. 250 Wireless Blvd., Hauppauge NY 11788 (516) 434-3311. Toll Free 800-645-3476.

LEIDER'S LECTURE: A COMPLETE COURSE IN UNDERSTANDING FINANCIAL AID. Robert & Anna Leider. 1989. 40 pp., $15.00. (ISBN 0-945981-24-4). Octameron Assoc., distributed by Dearborn Trade. 520 N. Dearborn Street. Chicago IL 60610 (312) 836-0466. Toll Free 800-621-9621, Ext. 270.

LOVEJOY'S GUIDE TO FINANCIAL AID. 3rd EDITION. Anna Leider. 1989. $14.95. LC 84-62593. (ISBN 0-671-68814-6. Monarch Press). Arco. distributed by Prentice-Hall Press. 200 Old Tappan Rd.. Old Tappan NJ 07675 (201) 767-5937.

MINORITY GUIDE TO SCHOLARSHIPS AND FINANCIAL AID. 1990. Tinsley Communication Inc.. 101 N. Armistead Ave.. Suite 208. Hampton VA 23669.

NATIONAL COLLEGE DATABANK. 4th EDITION. 477 pp.. $12.95. LC 87-7752. (ISBN 0-87866-550-1). Peterson's Guides. Carnegie Center. P O Box 2123. Princeton NJ 08543 (609) 243-9111. Toll Free 800-338-3282.

NATIONAL DIRECTORY OF ARTS AND EDUCATION SUPPORT BY BUSINESS AND CORPORATIONS. 3rd EDITION. Nancy A. Fandel. 1989. 166 pp.. $75.00. (ISBN 0-912072-15-6). Washington International Arts Letter. P O Box 12010. Des Moines IA 50312 (515) 243-8691.

NATIONAL DIRECTORY OF ARTS SUPPORT BY PRIVATE FOUNDATIONS. No. 5. Daniel Millsaps. 1983. 340 pp.. $79.95. LC 77-79730. (ISBN 0-912072-13-X). Washington International Arts Letter. P O Box 12010. Des Moines IA 50312 (515) 243-8691.

NATIONAL DIRECTORY OF CORPORATE GIVING. Suzanne Haile. 1989. $175.00. (ISBN 0-87954-246-2). The Foundation Center. 79 Fifth Ave.. New York NY 10003 (212) 620-4230. Toll Free 800-424-9836.

NATIONAL DIRECTORY OF INTERNSHIPS. Amy S. Butterworth and Sally A. Migliore. 1989. 350 pp.. $22.00. (ISBN 0-937883-06-9). National Society for Internships and Experiential Education. 3509 Haworth Drive. Suite 207. Raleigh NC 27609 (919) 787-3263.

NATIONAL DIRECTORY OF GRANTS AND AID TO INDIVIDUALS IN THE ARTS. 6th EDITION. Nancy A. Fandel. 1987. 250 pp.. $24.95. (ISBN 0-912072-140-8). Washington International Arts Letter. P O Box 12010. Des Moines IA 50312 (515) 243-8691.

NATIONAL GUIDE TO FOUNDATION FUNDING IN HIGHER EDUCATION. Stan Olson and Ruth Kovacs. 1989. $125.00. (ISBN 0-87954-290-X). The Foundation Center. 79 Fifth Ave.. New York NY 10003 (212) 629-4230. Toll Free 800-424-9836.

SCHOLARSHIP BOOK. 3rd EDITION. Daniel J. Cassidy and Michael Alves. 1990. 430 pp.. $19.95 (ISBN 0-13-792060-1); $29.95 (ISBN 0-13-792052-0); $79.95 (ISBN 0-13-792078-4). 3-volume Library editions. Prentice-Hall. Division of Simon & Schuster. Inc.. Rt. 9 W.. Englewood Cliffs NJ 07632 (210) 592-2000. Toll Free 800-922-0579.

SCHOLARSHIPS. FELLOWSHIPS & LOANS. vol. 8. S. Norman and Marie Feingold. 1987. 496 pp.. $80.00. LC 49-49180. (ISBN 0-87442-008-3). Bellman Press. P O Box 34937. Bethesda MD 20817 (301) 897-0033.

THE A's AND B's: YOUR GUIDE TO ACADEMIC SCHOLARSHIPS. 1986-1987. 8th EDITION. 1985. (No ISBN). Octameron Assoc.. distributed by Dearborn Trade. 520 N. Dearborn Street. Chicago IL 60610 (312) 836-0466. Toll Free 800-621-9621. Ext. 270. (Out of Print).

THE AMERICAN INDIAN AND ALASKA NATIVE HIGHER EDUCATION FUNDING GUIDE. Dr. Gregory W. Frazier. 100 pp.. $21.90. (ISBN 0-935151-24-9). Arrowstar Publishing. 10134 University Park Station. Denver CO 80210 (303) 762-6579.

THE DIRECTORY OF ATHLETIC SCHOLARSHIPS. Alan Green. 1987. 352 pp.. $15.95 (ISBN 0-8160-1550-3); $29.95 (ISBN 0-8160-1549-X). Facts on File. Commerce Clearing House. 460 Park Ave. S.. New York NY 10016 (212) 683-2244. Toll Free 800-322-8755.

THE SECRETS OF GETTING FREE MONEY: COMPANY GRANTS. Tim Darth. 101 pp.. $15.00. (ISBN 0-933301-06-5). Lion Publishing. 2801 Camino Del Rio. San Diego CA 92108 (619) 543-6410.

THE SECRETS OF GETTING FREE MONEY: EDUCATIONAL GRANTS, Tim Darth, 255 pp., $15.00. (ISBN 0-933301-07-3), Lion Publishing, 2801 Camino Del Rio, San Diego CA 92108 (619) 543-6410.

WINNING MONEY FOR COLLEGE: THE HIGH SCHOOL STUDENT'S GUIDE TO SCHOLARSHIP CONTESTS, 2nd EDITION, Alan Deutschman, 1987, 217 pp., $8.95, LC 86-30340. (ISBN 0-87866-5552), Peterson's Guides, Carnegie Center, P O Box 2123, Princeton NJ 08543 (609) 243-9111, Toll Free 800-338-3282.

VISTA SCHOLARSHIP GUIDE FOR HISPANICS, 1990, College Financial Aid Opportunities, 76 pp. (No ISBN), order from: VISTA Magazine, 999 Ponce de Leon Blvd., Suite 600, Coral Gables FL 33134

SUMMER PROGRAMS

PROGRAM	ADDRESS	UNIVERSITY	CITY/STATE	CONTACT	PHONE NO.
Headlands Indian Health Center	P O Box 2690	BSEB Room 200	Oklahoma City OK 73190	Tom Hardy, Director	405/271-2250
American Indian Upward Bound	Campus Box 107	Univ of Colorado	Boulder CO 80302	Leisha Connors Bower, Director	303/492-6134
Cornell University Summer College	Box 921, B12 Ives Hall	Cornell University	Ithaca NY 14853	Abby Eller, Director	607/255-6203
Nizoni Academy	Box 6035	NAU	Flagstaff AZ 86011	Adrian Tenekeyowma, Director	602/523-6990
Summer Odyssey	Box 9110, 415 S. Street	Brandeis University	Waltham MA 02254	Daniel Terris, Director	617/736-2111
Summer Prog. - Science (Women Only)	10 Garden Street	Radcliffe College	Cambridge MA 02138	Cecilia Marra, Coordinator	617/495-8626
NAMES/ MIMES/Young Scholars Prg	Campus Station Box H	New Mexico Tech	Socorro NM 87801	Cyndi Salazar, Coordinator	505/835-5208
AISES Pre-College Summer Program	1630 30th Street, Suite 301		Boulder CO 80301	Barbara Robinson	303/492-8658
Pre-College Career Seminar	Box 30001, Dept 3IRD	Indian Resource Dev	Las Cruces NM 88003	Karen Gomez, Program Director	505/646-1347
Capstone Summer Honors Program	P O Box 870110	Univ of Alabama	Tuscaloosa AL 35487	Michelle Murray, Director	205/348-6380
U S. Space Camp	One Tranquility Base		Huntsville AL 35807		800/637-7223
Fenster Southern Arizona Summer	8500 East Ocotillo Drive		Tucson AZ 85715		602/749-3340
Southwest Adventures	Beaver Crk Ranch Campus	Southwestern Acdmy	Rimrock AZ 86335	Kenneth Veronda, Headmaster	602/567-4581
Foothill Summer Youth College Prog	12345 El Monte Road	Foothill College	Los Altos Hills CA 94033		415/949-7612
The John Hopkins University	1200 East Colton Avenue	Ctr-Talented Youth	Redlands CA 92374		
Marlborough Summer School	250 South Rossmore Ave		Los Angeles CA 90004	Ann Sacks, Director	213/935-1147
Stanford Summer College-HS Students	Bldg 1, Room 2B	Stanford University	Stanford CA 94305-2074	Andrew Lisac, Director	415/723-3109
Summer Discovery at UCLA		UCLA	Los Angeles CA 90024		
Ambassador Program	40 Bull's Bridge Rd	South Kent School	South Kent CT 06785	Richard Groter, Director	203/927-3530
Choate Rosemary Hall Summer Session	Box 788	Choate Rosemary Ha	Wallingford CT 06492	Susan Eldert, Director	203/284-5364
The Summer Science Program	Pamona Coll-Nat'l Sci Fdtn	The Thatcher School	Ojiia CA 93023		805/646-4377
Summer Session	22 Wheeler Hall	UC-Berkeley	Berkeley CA 94720		
Summer Session	14 East Cache LaPoudre St	Colorado College	Colorado Springs CO 80903		719/389-6656
Outward Bound, USA	384 Fieldpoint Rd	National HQ	Greenwich CT 06830		800-243-8520
Summer Enrichment Program	Univ of Northern Colorado		Greeley CO 80639	Dr. George Betts, Director	303/351-2683
Young Scholars Summer Session	Campus Box 73	Univ of CO-Boulder	Boulder CO 80309-0073	Ann Krohn, Asst. Director	303/492-5421
Cheshire Academy Summer Session	10 Main Street	Cheshire Academy	Cheshire CT 06410	William A. Hassell, Summer Sch Dir	203/272-5396
Connecticut Young Scholars Program	200 Bloomfield Ave	Univ Hartford COE	West Hartford CT 06117		203/243-4849
Hotchkiss Summer Program	The Hotchkiss School		Lakeville CT 06039	Richard D Hughes, Jr., Director	203/435-0410
Summer Program	325 Hullihen Hall	Univ of Delaware	Newark DE 19716	Martha Collins, Coordinator	302/451-2852
College Prep Program	Summer & Continuing Ed	Georgetown Univ	Washington DC 20057		202/687-5719
Intern '93	A&I 1163 Smithsonian Dist		Washington DC 20560	Steven Ostrader, Intern Coord	202/357-3049
Women in Science & Engineering	10 West 33rd Street	Illinois Inst of Tech	Chicago IL 60616	Director of WISE	312/5673025
Purdue Academic Leadership Seminar	So.Campus Courts,Bldg G	Purdue Univ	West Lafayette IN 47907	Donna L Ernersen, Coordinator	317/494-7241
Explorations	W 172 Lagomarcino Hall	IA SU-Sci & Tech	Ames IA 50011-3180	Teresa Argo, Coordinator	515/294-1772
Yale Summer & Special Programs	53 Wall St., Box 2145	Yale Univ-Yale Statn	New Haven CT 06520	Jill Cutler, Asst. Director	203/432-2430
Summer Academic Program	440 Massachusetts Ave NW	The American Univ	Washington DC 20016	Univ Programs Advisement Ctr	202/885-2500
Summer Scholar Program	George Washington Univ	Ofc of Admissions	Washington DC 20052		800-447-3765
Emory Summer Scholars Program	Emory University	Admissions Ofc	Atlanta GA 30322		404/727-6036
Honors College Summer Program	2000 University Avenue	Ball State University	Muncie IN 47306	Amo Wittig, Dean, Honors College	317/285-1024

PROGRAM	ADDRESS	UNIVERSITY	CITY/STATE	CONTACT	PHONE NO.
CY-TAG (Challenges Youth-Talented and Gifted	W 172 Lagomarcina Hall	IA State Univ-Sci & Tech	Ames IA 50011-3180		515/294-1772
Future Astronaut Training Program	1100 North Plum Street	KS Cosmosphere & Space Center	Hutchinson KS 67501	Melodie Dower, Registrar	800/397-0330
High School Honors Program	755 Commonwealth Ave	Boston Univ	Boston MA 02215		617/353-5124
Secondary School Students Program	20 Garden Street	Harvard Univ-Summer School	Cambridge MA 02138		617/495-3192
Exploration Summer Program	Exploration School, Inc.	Wellesley College	Wellesley MA 02181		617/235-0320 Ext. 2089

Summer Programs, Summer Programs!

Improve Your Science, Mathematics and Other Skills Here.

Many colleges run them, several of the students featured in this Guide recommend them, and most high school counselors promote them heavily. "They" are summer programs for American Indians (and other traditionally underrepresented groups); they have proven very helpful to 8th - 12th graders to prepare for college or to regain a college track; they also provide a taste of living off the reservation and away from home. Since so many mention them, we thought you could use this sample list of programs from around the country. Also two directories are listed at the end of the table for a more comprehensive list. Your local college may offer similar programs; a phone call to Admissions or Minority Programs would tell you. Note that they start as early as the 7th and 8th grades; that is when students either start on or drop off the college track. And poor preparation in math and science are listed only behind finances as the major reasons for college dropout!

LEGEND

Name of Program
School
Subject
# Weeks
Grade Levels
Total Students
Cost, Scholarship info.
Approx. Deadline
Approx. Dates
Contact
Address
Phone
FAX

SOUTHWEST AND COLORADO

Math-Sci.Program for Minority Students
Arizona State University
Math and Science
5 weeks & 8 weeks
9th to 12th
200
None
Mid-February
June to August
Dr. Joaquin Bustoz
Department of Mathematics
Box 871804
Tempe, AZ 85287-1804
(602) 965-3791
(602) 965-0333 Fax

Summer Math.Prog. for White Mountain Apache Students
University of Arizona
Mathematics
1 week
8th and 9th
12
None
Info not available
June
Dr. Fred Stevenson
Dept. of Mathematics, Bldg. #89
University of Arizona
Tucson, AZ 85721
(602) 621-6880
No FAX info avail.

Summer Prog. for Gifted Jr. High Math Students
University of Arizona
Mathematics
2 weeks
9th
16
$250; partial schol. avail.
Mid-March
July
Dr. Fred Stevenson
Dept. of Mathematics
University of Arizona
Tucson, AZ 85721
(602) 621-6880
No FAX info avail.

Horizons Unlimited: The Science Program
University of Arizona
Sciences
1 week
11th and 12th
100
Approx. $200; schol. avail.
Early May
June
Paul R. Kohn
Off. of Academic Programs
Forbes Bldg. #11, Rm. 134
Tucson, AZ 85721
(602) 621-6032
(602) 621-9995 Fax

Natl.Science Foundation Young Scholars
Colorado School of Mines
Mathematics
3 weeks (2-year program)
7th & 8th
30
None
Mid-April
June to July
Dr. Barbara Bath
Dept. of Mathematics/Computer Sciences
Colorado School of Mines
Golden, CO 80401
(303) 273-3882
(303) 273-3278 Fax

Summer Programs in Science and Mathematics
AISES - At Various Univ's. Across the U.S.
Math and Science
2-6 weeks
8th to 12th
Approx. 300 students in 8 - 10 programs
Travel cost only; limited travel avail.
February
June to August
Cathy Abeita
AISES
1630 30th St., Suite 301
Boulder, CO 80301-1014
(303) 492-8658
(303) 492-3400 Fax

CALIFORNIA & NORTHWEST

Mathematics Intensive Summer Session (MISS)
California State University-Fullerton
Mathematics
4 weeks
9th to 11th (females only)
65
None
May
July
Dr. David Pagni
Dept. of Mathematics
California State Univ.-Fullerton
Fullerton, CA 92634
(714) 773-2671
(714) 449-5390 Fax

Occidental Partnership to Increase Math. Oppor. (OPTIMO)
Occidental College
Mathematics
4 weeks
8th and 9th
32
None
April 30
June-July
Dr. Donald Goldberg
Dept. of Mathematics
Occidental College
Los Angeles, CA 90041-3392
(213) 259-2822
(213) 259-2958 Fax

BEST COPY AVAILABLE

Summer Science Splash!
Seattle University/Heritage College
Mathematics & Physics
4 weeks
8th
50 (all female)
None
March
July-August
Sister Kathleen Sullivan
Dept. of Mathematics
Seattle University
Seattle, WA 98122
(206) 296-5931
(206) 296-2179 Fax

Academic Challenge Project
University of Puget Sound
Math & Science
11th and 12th
None
Early May
June-July
Dr. David Scott
Dept. of Mathematics
University of Puget Sound
Tacoma, WA 98416
(206) 756-3565
No Fax info. avail.

IDAHO, MONTANA, WYOMING

Idaho Science Camp
University of Idaho
Math, enginrg., science
2 weeks
9th to 11th
30
$400; schol.avail
Early April
June
Margrit von Braun
College of Engineering
Univ. of Idaho
Moscow, ID 83844-1011
(208) 885-6438
No Fax info avail

American Indians in Math at Bozeman, MT (MSU/AIM)
Montana State University
Mathematics
4 weeks
9th and 10th
25
None
April 15
June-July
Dr. Lyle Andersen
Dept. of Mathematics
Montana State Univ
Bozeman, MT 59717
(406) 994-5331
(406) 994-3733 Fax

MICHIGAN, MINNESOTA, WISCONSIN

Summerscience
Lawrence University
Math and Science
2 weeks
11th and 12th
50
$795; schol. avail. based on need
May 15
Late June
Diana Janssen
Lawrence University
P. O. Box 599
Appleton, WI 54912-9986
1-800-227-0982
(414) 832-6782 Fax

Introd. to Scientific Methods
University of Wisconsin-Superior
Math and Science
4 weeks
11th and 12th
20
$30 activity fee
Mid-April
June-July
Dr. Francis Florey
Dept. of Mathematics
University of Wisconsin-Superior
Superior, WI 54880
(715) 394-8322
(715) 394-8454 Fax

Summer Mathematics Institute (SMI)
Macalester College
Mathematics
3 weeks
9th to 11th
55
$1,500/week (if not funded); schol. avail. unknown
March 15
Mid/Late June
Dr. Wayne Roberts
Macalester College
1600 Grand Avenue
St.Paul, MN 55105
(612) 696-6337
(612) 696-6432 Fax

Summer Math Program for Minority Youth
Michigan State University
Math, Science, Computer Science
6 weeks
7th to 11th
80
None
March 31
June-July
Dr. Irvin E. Vance
Dept. of Mathematics
Michigan State University
East Lansing, MI 48824
(517) 353-4693
(517) 336-1562 Fax

MIDWEST

Ohio Pre-Freshmen: Renewable Energy Tech. Project (OHPREP)
Cuyahoga Community College
Renewable Energy
6 weeks
5th to 12th
50
None
Early March
June to August
Prof. Gaston Ndvajunwona
Dept. of Mathematics
Cuyahoga Community College
Cleveland, OH 44115
(216) 987-4562
(216) 987-4404 Fax

Ross Young Scholars Program
Ohio State University
Mathematics
6 weeks
9th to 12th
70
$1300-$1400 + travel exp., schol.avail.based on finan.need
May 1
June to August
Dr. Arnold Ross
Dept. of Mathematics
231 West 18th Ave.
Columbus, OH 43210-1174
(614) 292-1569
(614) 292-1479 Fax

THE EAST & SOUTHEAST

Northeast Science Enrichment Program
University of Massachusetts
Mathematics
5 weeks
10th
50
None
April 1
July-August
Dr. Rose M. Meyers
Dept. of Math & Statistics
University of Massachusetts
Amherst, MA 01003
(413) 545-1909
(413) 545-1801 Fax

BEST COPY AVAILABLE

Strive for Coll. & Careers in Math. Engr & Science
Worcester Polytechnic Institute
Math, Engineering, Science
4 weeks
12th
30
$950; schol. avail.
April 7
July-August
Ronald Macon
Office of Multicultural Affairs
100 Institute Road
Worcester, MA 01609-2280
(508) 831-5819
No Fax info avail.

Prog. in Math for Young Scientists (PROMYS)
Boston University
Math
6 weeks
10th to 12th
45
$1,300 + book costs; schol. avail.
March 1
July-August
PROMYS
Dept. of Mathematics
Boston University
Boston, MA 02215
(617) 353-2563 Fax

For more information on Summer Programs, see the annual Winter issue of ***Winds of Change*** magazine, distributed in January.

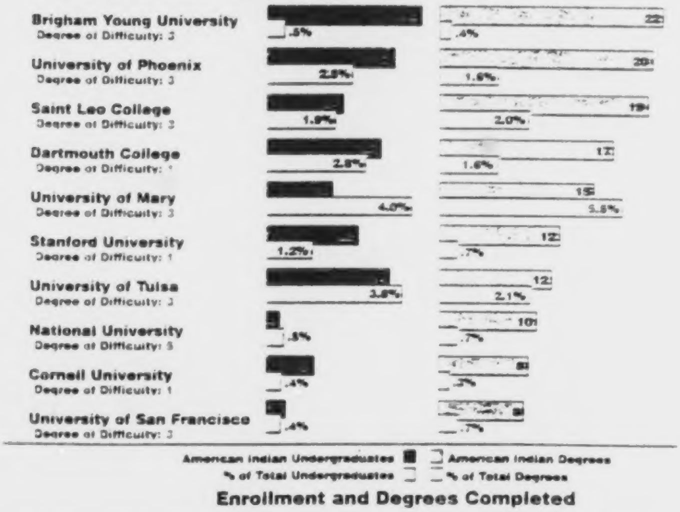
Summer Progs. in Math, Sci. & Enginrg.
University of South Florida
Math, Science & Enginrg.
6 weeks
8th to 12th
170
$15 regis fee; schol. avail.
Mid-May
June-July
Dr. R. Kent Nagle
U. of S. Florida
PHY-114
Tampa, FL 33620-5700
(813) 974-4068
No Fax info avail.

The programs listed above were taken from the following publications, which provide many more program names and addresses:

Directory of Mathematics-based Intervention Projects
by SUMMA - Strengthening Underrepresented
Minority Mathematics Achievement
The Mathematical Association of America
1529 18th St. NW
Washington, D.C. 20036
202-387-5200

The 1994 Directory of Student
Science Training Programs
by Science Service Inc.
1719 N Street, NW
Washington, D.C. 20036
202-785-2255

American Indians at Private Schools



A SUMMARY OF AMERICAN INDIAN POPULATION AT PRIVATE SCHOOLS
Source: US DOE Statistics
Enrollent is 1992 IPEDS. Degrees is 4-yr WT. Ave. of Competions

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Guidance Counselor's Bookshelf

General College Guide Books

1. *Money Magazine Guide:*
   Best College Buys Now:
   1995 Edition
   Money Magazine
   P.O. Box 30607
   Tampa, FL 33630-0637
   Cost: $3.95
2. *U.S. News and World Report:*
   America's Best Colleges—
   1995 College Guide
   U.S. News and World Report
   2400 N St. N.W.
   Washington, D.C. 20037-1196
   Cost: $5.95
3. *Peterson's Competitive Colleges,*
   1994-1995 13th Ed.
   Making the Most of Campus Visits
   Complete Information on 350
   Leading Colleges
   Peterson's Guides. Cost: $15.95
4. *Peterson's Guides to Colleges*
   in the West
   Alaska, Arizona, California,
   Colorado, Hawaii, Idaho, Montana,
   Nevada, New Mexico, Oregon,
   Utah, Washington and Wyoming
   Peterson's Guides. Cost: $13.95
5. *Peterson's Two-Year Colleges*
   Peterson's Guides, Princeton, N.J.
6. *Peterson's Four-Year Colleges*
   Peterson's Guides, Princeton, N.J.
7. *Lovejoy's College Guide*
8. *The Performing Arts Majors*
   College Guide
   ARCO Books
   by Carole J. Everett
9. *College Admissions Index of*
   Majors and Sports
   Orchard House, Inc.
   P.O. Box 15899
   New Orleans, LA 70175

SCHOLARSHIP RENEWAL FORM

Continuing students are required to complete and submit a "Scholarship Renewal Form" (postmark deadline of March 15, 1998 for Summer 1998 and/or postmark deadline of June 1, 1998 for Academic Year 1998-99).

The following information is required (Please do not leave any blanks):

MAILING ADDRESS:	STUDENT DATA FOR AY 1998-99:
	University:
	Major: Degree:
	College Classification:
Phone No.:	Graduation Date:

Comments:

I am requesting continued support for: CHECK ONLY ONE (Copy this form if applying for additional terms)

☐ 1998 Summer Session ☐ 1998-99 Academic Year

◆ ◆ ◆

I am not requesting continued support from NASF for the 1998-99 Academic Year because:

☐ I will not be attending college for the 1998-99 Academic Year.

☐ I will be attending on a part-time status. I understand NASF will not support part-time students. Please note that NASF abides by your college's definition of what is full-time status for undergraduate and graduate students.

☺ ☺ **PLEASE NOTE DEADLINES NO EXCEPTIONS** ☺ ☺

This "Scholarship Renewal Form" must be postmarked by **March 15, 1998** for the Summer 1998 semester and/or postmarked by **June 1, 1998** for the 1998-99 Academic Year.

FAXES WILL NOT BE ACCEPTED

NASF USE ONLY

Date Received

Student Signature Date

NATIVE AMERICAN SCHOLARSHIP FUND ■ 8200 Mountain Rd. Ste 203 ■ Albuquerque NM 87110

What terms do I need to understand?

Below is a glossary of some terms that you may want to remember:

A.A.:

This stands for an "associate of arts" degree, which can be earned at most two-year colleges.

A.A.S.:

This refers to an "associate of applied science" degree, which can be earned at some two-year colleges.

ACT:

This is a test published by American College Testing. It measures a student's aptitude in English, mathematics, reading, and science reasoning. Many colleges in the South and Midwest require students to take this test and submit their test scores when they apply for admission. Some colleges accept this test *or* the SAT I. (See below for explanation of SAT I.) Most students take the ACT or the SAT during their junior or senior year of high school.

B.A. or B.S.:

B.A. stands for "bachelor of arts," and B.S. stands for "bachelor of science." Both degrees can be earned at four-year colleges. Some colleges only grant B.A.s and others only grant B.S.s -- it depends on the kinds of courses offered at the particular college.

Certificates of Deposit:

See Chart 8.

Default Rate:

The default rate is the percentage of students who took out Federal student loans to help pay their expenses but did not repay them properly.

Dividends:

Dividends are payments of part of a company's earnings to people who hold stock in the company.

Expected Family Contribution (EFC):

An amount, determined by a formula that is specified by law, that indicates how much of a family's financial resources should be available to help pay for school. Factors such as taxable and non-taxable income, assets (such as savings and checking accounts), and benefits (for example, unemployment or Social Security) are all considered in this calculation. The EFC is used in determining eligibility for Federal need-based aid.

Fees:

These are charges that cover costs not associated with the student's course load, such as costs of some athletic activities, clubs, and special events.

Financial Aid:

Financial aid in this handbook refers to money available from various sources to help students pay for college. Financial Aid Package: The total amount of financial aid a student receives. Federal and non-Federal aid such as grants, loans, or work-study are combined in a "package" to help meet the student's need. Using available resources to give each student the best possible package of aid is one of the major responsibilities of a school's financial aid administrator.

Financial Need:

In the context of student financial aid, financial need is equal to the cost of education (estimated costs for college attendance and basic living expenses) minus the expected family contribution (the amount a student's family is expected to pay, which varies according to the family's financial resources).

General Educational Development (GED) Diploma:

The certificate students receive if they have passed a high school equivalency test. Students who don't have a high school diploma but who have a GED will still qualify for Federal student aid.

Grant:

A grant is a sum of money given to a student for the purposes of paying at least part of the cost of college. A grant does not have to be repaid.

Individual Corporate Bonds or Stocks:

See Chart 8.

Interest:

This refers to the amount that your money earns when it is kept in a savings instrument.

Investment:

In this handbook, an investment refers to using your money to invest in something that will enable you to earn interest or dividends over time.

Liquidity:

A term that refers to how quickly you can gain access to money that you invest or deposit in some kind of savings instrument.

Loan:

A loan is a type of financial aid that is available to students and to the parents of students. An education loan must be repaid. In many cases, however, payments do not begin until the student finishes school.

Merit-based Financial Aid:

This kind of financial aid is given to students who meet requirements not related to financial needs. Most merit-based aid is awarded on the basis of academic performance or potential and is given in the form of scholarships or grants.

Money Market Accounts/Money Market Mutual Funds:

See Chart 8.

Mutual Funds:

See Chart 8.

Need-based Financial Aid:

This kind of financial aid is given to students who are determined to be in financial need of assistance based on their income and assets and their families' income and assets, as well as some other factors.

Open Admissions:

This term means that a college admits most or all students who apply to the school. At some colleges it means that anyone who has a high school diploma or a GED can enroll. At other schools it means that anyone over 18 can enroll. "Open admissions," therefore, can mean slightly different things at different schools.

Pell Grants:

These are Federal need-based grants that were given to just under 4 million students for school year 1994-95. In school year 1995-96, the maximum Pell Grant was $2,340.

Perkins Loans:

This is a Federal financial aid program that consists of low-interest loans for undergraduates and graduate students with exceptional financial need. Loans are awarded by the school.

PLUS Loans:

These Federal loans allow parents to borrow money for their children's college education.

Postsecondary:

This term means "after high school" and refers to all programs for high school graduates, including programs at two-and four-year colleges and vocational and technical schools.

Principal:

This refers to the face value or the amount of money you place in a savings instrument on which interest is earned.

Proprietary:

This is a term used to describe postsecondary schools that are private and are legally permitted to make a profit. Most proprietary schools offer technical and vocational courses.

PSAT/NMSQT:

This stands for the Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test, a practice test that helps students prepare for the Scholastic Assessment Test (SAT I). The PSAT is usually administered to tenth or eleventh grade students. Although colleges do not see a student's PSAT/NMSQT score, a student who does very well on this test and who meets many other academic performance criteria may qualify for the National Merit Scholarship Program.

Return:

Return refers to the amount of money you earn through a financial investment or savings instrument. You earn money on investments and savings instruments through interest earnings or dividends.

Risk:

In reference to saving money or investing money, risk refers to the danger that the money you set aside in some kind of savings plan or investment could be worth less in the future.

ROTC:

This stands for Reserve Officers Training Corps program, which is a scholarship program wherein the military covers the cost of tuition, fees, and textbooks and also provides a monthly allowance. Scholarship recipients participate in summer training while in college and fulfill a service commitment after college.

SAT I:

This stands for the Scholastic Assessment Test, which is a test that measures a student's mathematical and verbal reasoning abilities. Many colleges in the East and West require students to take the SAT I and to submit their test scores when they apply for admission. Some colleges accept this test or the ACT. (See above for an explanation of the ACT.) Most students take the SAT I or the ACT during their junior or senior year of high school.

SAT II Subject Test:

SAT II Subject Tests are offered in many areas of study including English, mathematics, many sciences, history, and foreign languages. Some colleges require students to take one or more SAT II Tests when they apply for admission. Write to the address at the back of this handbook for more information about such tests.

Savings Accounts:

See Chart 8.

Savings Instrument:

In this document, savings instrument refers to any kind of savings plan or mechanism you can use to save money over time. Examples of savings instruments discussed in this handbook are savings accounts, certificates of deposit (CDs), and money market accounts.

Scholarship:

A scholarship is a sum of money given to a student for the purposes of paying at least part of the cost of college. Scholarships can be awarded to students based on students' academic achievements or on many other factors.

SEOG (Supplemental Educational Opportunity Grant):

This is a Federal award that helps undergraduates with exceptional financial need, and is awarded by the school. The SEOG does not have to be paid back.

Stafford Loans:

These are student loans offered by the Federal Government. There are two types of Stafford Loans -- one need-based and another non-need-based. Under the Stafford Loan programs, students can borrow money to attend school and the Federal Government will guarantee the loan in case of default. Under the Stafford Loan programs, the combined loan limits are $2,625 for the first year, $3,500 for the second year, $5,500 for the third or more years. An undergraduate cannot borrow more than a total of $23,000.

Transcript:

This is a list of all the courses a student has taken with the grades that the student earned in each course. A college will often require a student to submit his or her high school transcript when the student applies for admission to the college.

Tuition:

This is the amount of money that colleges charge for classroom and other instruction and use of some facilities such as libraries. Tuition can range from a few hundred dollars per year to more than

Definition of Financial Aid Terms

The following are common terms and their definitions in the world of financial aid.

Academic Year - time in which a full-time student should complete two semesters (24 hours), two trimesters, or three quarters at a college, university, technical or vocational school. Or it must be at least 36 quarter hours if a program is measured in credit hours.

Cost of Education - in addition to tuition, the cost of education includes room and board (on or off campus), books, supplies, transportation and miscellaneous fees.

Direct Lending - The Direct Lending Program is another approach to delivering educational loans to eligible student borrowers. The terms and conditions governing Direct Loans are similar to the Federal Family Education Loan Program (FFELP) program. The difference is that the federal government lends funds to eligible borrowers through the school, eliminating the role of lenders and guaranty agencies. Students repay their loans directly to the federal government. Not every school participates in this program. Check with the financial aid officer at your institution. If a school is a direct lender, it will determine how a federal student loan is obtained.

Enrollment Status - the number of credit hours being attempted by a student. Normally, students must be half-time or more to apply for scholarships. Individual programs will list this criteria.

Expected Family Contribution (EFC) - Using Federal Methodology and individual family size and finances, this figure is established to set an available income that can be used by a family for the student's education.

Federal Family Education Loan Programs - The Federal Family Education Loan Program (FFELP) was formerly known as the Guaranteed Student Loan (GSL) Program. The FFELP program includes the Federal Stafford Loans (subsidzied and unsubsidized), Federal PLUS Loans, and Federal Consolidation Loans. Funds for these programs are provided by private lenders and the loans are guaranteed by the federal government.

Free Application for Federal Student Aid (FAFSA) - The official document used by every college and university to determine eligibility for Federal Student Aid. A copy of this document is often required by a scholarship program.

Independent Student - Must meet one of the following conditions: twenty-four years of age or older; an orphan; a ward of the court; a veteran of the U.S. Armed Forces; is married; has a child; is a graduate or professional student; has serious family circumstances.

Need Analysis - The process of analyzing the household and financial information on the student's financial aid application and calculating the amount the family can be expected to contribute to educational costs. For the federal student assistance programs, the need analysis system is defined by law and results in a number known as the Expected Family Contribution.

Professional Judgement - While the method for determining the student's need for federal student aid is defined in the law, it does give the financial aid administrator the flexibility to make individual adjustments based on the administrator's professional judgement. Professional judgement can be used in three areas. The aid administrator can choose to override the student's dependency status to make the student independent, can adjust the components of the student's costs of attendance, and can adjust the data elements used to calculate the student's Expected Family Contribution. These adjustments must be made on a case-by-case basis, and the reasons for the adjustment must be documented in the student's file.

Renewal FAFSA Application - An application that simplifies the process of reapplying for financial aid. Some of the information from the student's previous year application is preprinted on the Renewal FAFSA application. Students do not have to enter new information if the preprinted information is still correct.

Satisfactory Academic Progress - Some scholarships can be taken away if a student is not making measurable progress towards the completion of a course of study. In order to qualify for renewal scholarships, satisfactory academic progress must be maintained.

Student Aid Report (SAR) - The federal "output document" printed by a FAFSA processor and mailed to the student. The SAR contains the family's financial and other information reported by the student on the financial aid application. The student's eligibility for aid is indicated by the EFC printed on the front of the SAR. Schools that participate in the Electronic Data Exchange and other services offered by the U.S. Department of Education can receive the information on the SAR through these services.

Transcript - All classes taken and all grades received by a student. An official transcript is sent by the school with an original signature of a school official.

Verification - A procedure whereby the school checks the information the student reported on the financial aid application, usually by requesting a copy of the tax returns filed by the student, and if applicable, the student's spouse and parent(s). Many schools conduct their own form of verification. In addition, schools must verify students selected through the federal central processing system, following the procedures established by regulation. The FAFSA processor will print an asterisk next to the EFC (on the Student Aid Report) to identify students who have been selected for verification.

Where can I get more information on the topics discussed in this handbook?

In this section you will find phone numbers, mailing addresses, Internet addresses, and books that you can use to get more information about planning for college both financially and academically. You should be able to find most of these books and others like them at your local library.

The following publications, organizations, and Internet addresses represent a partial list of such sources of information. Their placement on this list does not constitute an endorsement by the U.S. Department of Education.

Books and Other Resources on Occupations and Careers

1. *The Occupational Outlook Handbook*, 1996-97 Edition. U.S. Department of Labor, Bureau of Labor Statistics, 1996.
2. *Careers for the '90s: Everything You Need To Know to Find the Right Career.* Research and Education Association, 1994.
3. *The College Board Guide to Jobs and Career Planning*, Second Edition, Joyce Slaton Mitchell. The College Board, 1994.
4. *What Color Is Your Parachute 1996?*, Richard Nelson Bolles. Ten Speed Press, 1995.
5. ACT (American College Testing) and the National Career Development Association have developed a career exploration and guidance kit called *Realizing the Dream*. Many schools around the country are using this kit to help students identify careers of interest. Ask your child's guidance counselor if *Realizing the Dream* is being used in your child's school or district. To find out more about the kit, you can call 319-337-1379 or write to the following address:

   Heidi Hallberg
   Program Coordinator
   ACT
   2201 North Dodge Street
   P.O. Box 168
   Iowa City, IA 52243-0168

Books About Choosing a College

1. *The College Guide for Parents*, Third Edition. Charles Shields. The College Board, 1994.
2. *The College Handbook, 1996*. The College Board, 1995.
3. *Peterson's Guide to Four-Year Colleges*, 1996, Twenty-Sixth Edition. Peterson's Guides, 1995.

4. *Barron's Profiles of American Colleges*, Twenty-First Edition. Barron's Educational Series, Inc., 1996.
5. *Rugg's Recommendations on the Colleges*. Thirteenth Edition. Rugg's Recommendations, 1996.
6. *The Multicultural Student's Guide to the Colleges*. Robert Mitchell. Noonday Press, 1996.

Information About Advanced Placement (AP) Courses and Exams

For more information, write or call:

AP Services
P.O. Box 6671
Princeton, NJ 08541-6671
Phone: 609-771-7300
(TTY) 609-882-4118
Fax: 609-530-0482
E-mail: apexams@ets.org

Information About "School-to-Career" and "Tech-Prep" Programs

For information about "School-to-Career" or "School-to-Work" programs, write or call:

School-To-Work Opportunities Information Center
400 Virginia Avenue, SW,
Room 210
Washington, DC 20024
Phone: 202-401-6222

For information about "Tech-Prep" and "2+2" programs, write or call:

National Tech Prep Network
P.O. Box 21689
Waco, TX 76702-1689
Phone: 800-972-2766

Or:

Center for Occupational Research and Development
601 Lake Air Drive
Waco, TX 76710
Phone: 817-772-8756

Information About Taking Standardized Tests

1. The Scholastic Assessment Test (SAT I) and the SAT II Subject Tests. Write or call:

SAT Program
P.O. Box 6200
Princeton, NJ 08541-6200
Phone: 609-771-7600

2. The ACT. Write or call:

ACT Registration
P.O. Box 414
Iowa City, IA 52243
Phone: 319-337-1270

3. The Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT). Write or call:

PSAT/NMSQT
P.O. Box 6720
Princeton, NJ 08541-6720
Phone: 609-771-7070

Books About Preparing for Standardized Tests

Note: One of the best ways to prepare for standardized tests is to practice with actual tests. The first two books in the following list focus on copies of previously administered tests.

1. *Real SATs*. The College Board, 1995.

2. *Official Guide to the ACT Assessment*. Harcourt Brace Press, 1990.

3. *Barron's How to Prepare for the PSAT/NMSQT*. Eighth Edition, Samuel Brownstein, Mitchel Weiner, and Sharon Weiner Green. Barron's Educational Series, 1993.

4. *Barron's How to Prepare for the SAT I*. Eighteenth Edition, Samuel Brownstein, Mitchel Weiner, and Sharon Weiner Green. Barron's Educational Series, 1994.

5. *Barron's How to Prepare for the ACT*. Tenth Edition, George Ehrenhaft, Robert Lehrman, and Allan Mundsack. Barron's Educational Series, 1995.

6. *Preparation for the SAT*, 1997 Edition, Edward Deptula (ed.). Arco Publishers, 1996.

7. *Cracking the SAT and PSAT, 1996*, Adam Robinson and John Katzman. The Princeton Review, 1995.

8. *Cracking the ACT, 1996-97*, Geoff Martz, Kim Magloire, and Theodore Silver. Princeton Review, 1996.

9. *Word Smart: Building an Educated Vocabulary*, Adam Robinson. Princeton Review, 1993.

Books About Financing Your Child's Education

1. *Paying for College: A Guide for Parents*, Gerald Krefetz. The College Board, 1995.
2. *College Financial Aid*, Fifth Edition. College Research Group of Concord, Massachusetts. Macmillan General Reference, 1993.
3. *College Costs and Financial Aid Handbook, 1996*, Sixteenth Edition. The College Board, 1995.
4. *Peterson's Paying Less for College, 1996*, Thirteenth Edition. Peterson's Guides, 1995.
5. *Best Buys in College Education*, Third Edition, Lucia Solorzano. Barron's Educational Series, 1994.
6. *College Scholarships & Financial Aid*, Sixth Edition, John Schwartz (ed.). Arco Publishers, 1995.
7. *Don't Miss Out: The Ambitious Student's Guide to Financial Aid, 1996-97*, Twentieth Edition, Anna Leider and Robert Leider. Octameron Associates, 1995.

Information About U.S. Savings Bonds

Write to:

Office of Public Affairs
U.S. Savings Bonds Division
Washington, DC 20226

Information About Federal Student Financial Aid

Request The Student Guide by writing to:

Federal Student Aid Information Center
P.O. Box 84
Washington, DC 20044

Call the Federal Student Financial Aid Information Center toll-free at

1-800-4FED-AID

Books About Private Sources of Financial Aid

1. *Foundation Grants to Individuals*, Ninth Edition, L. Victoria Hall (ed.). The Foundation Center, 1995.
2. *The A's and B's of Academic Scholarships, 1996-97*, Eighteenth Edition, Deborah L. Wexler (ed.). Octameron Associates, 1995.
3. *The Scholarship Book*, Fifth Edition, Daniel Cassidy. Prentice Hall, Inc., 1996.

Lucille Kelley, is a Navajo woman, born and raised in Ganado, Arizona. Lucille, Recruiter for the Native American Scholarship Fund, received her B.S. degree in Education, and is currently pursuing her Masters degree in Human Development/Family Relations in Education. As Recruiter, Lucille travels extensively to high schools, universities, and colleges in the Four-Corners area providing scholarship and financial aid information to students, parents, teachers, and counselors.

WORKSHOP EVALUATION

Name of Presenter: ______________________ Date: ______________________

Name of Session: ____

Please write in comments where appropriate, or use the other side.

1. The approach used in the session was the correct one.

______ Strongly disagree	______ Disagree	______ No opinion	______ Agree	______ Strongly agree

2. The session was worth the time I put into it.

______ Strongly disagree	______ Disagree	______ No opinion	______ Agree	______ Strongly agree

3. The facilities for the session were adequate.

______ Strongly disagree	______ Disagree	______ No opinion	______ Agree	______ Strongly agree

4. The overall planning of the session was done well.

______ Strongly disagree	______ Disagree	______ No opinion	______ Agree	______ Strongly agree

5. The presentation of the material was done well.

______ Strongly disagree	______ Disagree	______ No opinion	______ Agree	______ Strongly agree

6. The handouts were well coordinated with the presentation.

______ Strongly disagree	______ Disagree	______ No opinion	______ Agree	______ Strongly agree

7. The handouts helped in understanding the material.

______ Strongly disagree	______ Disagree	______ No opinion	______ Agree	______ Strongly agree

8. The information presented in the session will help me to do a better job.

______ Strongly disagree	______ Disagree	______ No opinion	______ Agree	______ Strongly agree

9. This type of session is needed.

______ Strongly disagree	______ Disagree	______ No opinion	______ Agree	______ Strongly agree

10. This session cleared up areas of confusion which are important to me.

______ Strongly disagree	______ Disagree	______ No opinion	______ Agree	______ Strongly agree

11. This conference should be repeated in other locations.

______ Strongly disagree	______ Disagree	______ No opinion	______ Agree	______ Strongly agree

Exemplary Adult Education Programs

Lynda Nuttall

NAMES
3600 Morrison Rd.
Denver, CO 80219
(303) 934-8086

Experience

Executive Director and Founder of the Native American Multi-Cultural Education School 1996-98

Director of the Adult Education Program at the Denver Indian Center 1986-96

GED Adult and Adult Basic Education Instructor at the Denver Indian Center 1986-89

Teacher/Secondary in Lead, South Dakota 1975-85

Director of Women's Sports for the City of Gillete, Wyoming 1975-76

Teacher/Physical Education, Speech, Drama, and English in Eagle Butte, S. Dak. and Red lodge, MT.. 19971-75

Education

Colorado Trust Fellowship
Regis University
Masters In Nonprofit Management
Graduate 1999

Bachelor of Science Degree in Speech Dram, Physical Education
Eastern Montana College, Billings, Montana 1971

Leadership Denver - Colorado Community Initiatives 1994

Dale Carnegie Course 1991

Fundraising Workshops

Community Resource Development

CAT Certification 1989

Tutor Training for the State of Colorado 1989

Summer School 1975-76: 1981-83
Black Hills State College, Spearfish South Dakota

References

Dian Bates (303) 866-6611
State Director/Adult Education
Colorado Department of Education
State Office Building, 201 East Colfax Ave.
Denver, CO 80203

Jeff W. Pryor 303-293-2338
Assistant Executive Director
Anschutz Family Foundation
2400 Anaconda Tower
555 Seventeenth St.
Denver, CO 80202

Ernie Sanchez 303- 844-1303
Director Public Affairs
U.S. Department of Labor
801 California St., Suite. 950
Denver, CO 80202-2614

Lynda Nuttall
11806 W. 17th Ave.
(303) 934-8086

Synopsis... Executive Director and founder of The Native American Multi-Cultural Education School (NAMES). Director of the Adult Education Program at the Denver Indian Center for ten years. Twenty-seven years in the field of Education. A member of the Cheyenne River Sioux Tribe, Eagle Butte, South Dakota.

Skills... Fundraisng, funds management, grant reader, events coordinator, community resource, curriculum planning, program evaluation, trainer for teachers and volunteers, presenter at the national, state, and local levels.

Roles of Leadership

Commissioner for Governor Roy Romer's Commission on National and Community Service. 1994-99.

Colorado Adult Literacy Commission 1994-96.

Board Member for the Association for Community Based Education, Washington, D.C.. 1995-96

Steering committee member for the U.S. Department of Education, Division of Adult Education and Literacy to plan and organize a National Adult Education Literacy Symposium, 1994

Grant reader for TitleV, U.S. Department of Education, Washington D.C., 1995-96

Grant reader for the Colorado Department of Education Office of Adult Education 1997

Consultant for grant writing, community resource development, and family literacy for the Technical Assistance Center 3, Gonzaga University, Spokane, WA. 1993-1994

Colorado's First Lady, Bea Romer's, Initiative for Family Learning Advisory Council.

Teamleader for Evaluating Adult Education Programs for the Colorado Department of Education.

Program Creativity and Vision

During my tenure at the Denver Indian Center the Adult Education Program was recognized by four sources: The Association for Community Based Education, a private foundation, located in Washington D.C. recognized the Family Literacy component as being exemplary in the realm of documentation and evaluation. The National Coalition of Indian Education published "Exemplary Programs in Indian Education" our program was one of the featured programs. In October of 1994 the program received an Effective Project Showcase Award from the U.S. Department of Education, Title V Indian Education.

On March 15, 1996 the Denver Indian Center Adult Education Program closed It's doors. That program closed: the community's need did not! There were 58 active students at that time. A nearby class site was found. On April 2, 1996 I filed incorporation paper for a new organization the Native American Multi-Cultural Education School. NAMES opened it's doors on April 15, 1996.

The Native American Multi-Cultural Education School has been open almost two years without Federal Government assistance.

The session will detail the community resource development and fundraising events it took to open and keep open a new nonprofit Adult Education Program.

Creating and attitude about your program within the community you serve.

- Targeting: who do you target for resources and funding?
- How to develop a strong mission statement that reflects what you currently are doing and what you vision for the future will be. Development of a code of ethics.
- Involving the media in an effort to get your story out to the public.
- How to recruit and train volunteers.
- The selection of a Board of Directors: what skills should they have?
- The development of Advisory Boards for specific tasks.
- Submitting for nonprofit status, filing incorporation papers, completing the 1023 form and the writing of articles of Incorporation and the organizations By-Laws.
- Celebrating and recognizing all who were involved no matter how small the donation.

WORKSHOP EVALUATION

Name of Presenter: ______________________ Date: ______________________

Name of Session: ____

Please write in comments where appropriate, or use the other side.

1. The approach used in the session was the correct one.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

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11. This conference should be repeated in other locations.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

Focus on Math: Designing a Successful Mathematics Program for Alaska Natives and American Indian Students

Gregory Owens

UAAF
P.O. Box 756560
Fairbanks, AK 99775
(907) 474-6620

Focus on Math: Designing a Successful Mathematics Program for Alaska Native and American Indian Students

Overview

The low success rate for Alaska Natives and American Indian students in mathematics and its subsequent limiting effect on career paths at the University of Alaska Fairbanks (UAF) is similar to trends nationwide. In an effort to reverse this historically disheartening pattern, the Student Support Services Project restructured its math component to improve the outcomes in precalculus, the class that was filtering the most students off the calculus track. In addition to the academic content, an effort was made to improve study skills, reduce anxiety, and raise awareness of the need for more Native graduates in engineering, physical sciences, and math and science education. External testing and evaluation were utilized to give the process credibility. The program has been successful at improving the success rate of Native students in precalculus to the point where they now outperform non-Native students campus wide in the course.

In addition, student outcomes in other 100-level math courses will be examined to see the impact of the program in a wider setting. Once again, program participants are outperforming the non-participants campus wide. Philosophical and pedagogical strategies will be discussed.

The University of Alaska Fairbanks (UAF) is the largest research institution in the state, and one of the 100 largest research universities in the country. There is a heavy emphasis on northern regions research such as the aurora borealis and global warming. UAF had an enrollment of 4,232 full-time students in fall 1995 of which 389 (9.2%) were Alaska Native/American Indian (Office of Financial Aid at UAF, 1995). This compares with 15.6% of the statewide population who are Alaska Native/American Indian (The Chronicle of Higher Education Almanac, 1996). Alaska Native/American Indians are underrepresented at UAF when compared to statewide demographics, and their graduation rate is the lowest of any ethnic group. A six-year retention report shows that 6.6% of the first-time Native American freshmen that enrolled in the fall of 1988 had graduated by the spring of 1994 from UAF. This compares with an 16.1% rate of graduation for all minority students, and 25.8% for all students (Martin, 1995).

Of all baccalaureate degrees conferred in 1993, 38 (9%) were earned by Native students (Gaylord, 1994). The number of baccalaureate degrees earned by Native students has steadily increased, reaching an all-time high in 1992, but few of these degrees are in the areas of physical sciences, natural sciences, engineering, or math.

Low rates of successful completion suggest that there is an impediment keeping more Native students from pursuing degrees in the aforementioned majors. Calculus appears to be the impediment. Very few Native students attempt calculus, and as is the case for all students, far fewer succeed. During the spring 1988 semester when I began teaching the precalculus class, only two Native students enrolled in Calculus I, and both withdrew from the course. The data for precalculus were also not very encouraging: success rates (C or better) from semester to semester were running between 18% and 35% for

Native students. With so few Native students making it through precalculus, a critical mass never developed in the calculus classes. Those that completed the calculus sequence were anomalies. Without the math prerequisites, it became obvious why there were so few Native graduates in the sciences, engineering, and mathematics. In an attempt to reverse this trend the program's focus was to better prepare students who would enroll in calculus through an enriched precalculus course.

(Table 1)

EACT Scores of SSSP Students Compared to All Other Students

Fall 1995

EACT Test	SSSP	UAF	Alaska	U.S.
English	16.1	20.1	20.1	20.2
Reading	17.6	21.9	21.8	21.3
Math	15.6	20.1	20.3	20.2
Composite	17.2	20.9	21.0	20.8

Sources:
SSSP Program Data, UAF, 1995
FACT BOOK, Institutional Research and Planning, UAF, 1996
Summary of Alaska's Public School Districts, School Year 1994-95
Alaska Department of Education, May 1996

(Table 2)

Results of SSSP Math Lab on Outcomes in Precalculus at UAF

Fall 1982 through Fall 1987

All Students			Non-Native Students			Native Students		
Grade	n	Percent	Grade	n	Percent	Grade	n	Percent
A	311	13.8%	A	296	15.0%	A	15	5.4%
B	362	16.1%	B	338	17.1%	B	24	8.7%
C	439	19.5%	C	390	19.8%	C	49	17.7%
D	173	7.7%	D	146	7.4%	D	27	9.7%
F	289	12.9%	F	249	12.6%	F	40	14.4%
I,NB,W	675	30.0%	I,NB,W	553	28.0%	I,NB,W	122	44.0%
TOTALS:	2249	100%		1972	100%		277	100%
C or better incl. W's		49.4%	C or better incl. W's		51.9%	C or better incl. W's		31.8%
C or better excl. W's		70.6%	C or better excl. W's		72.2%	C or better excl. W's		56.8%

Spring 1988 through Summer 1993

All Students			Non-Native Students			Native Students		
Grade	n	Percent	Grade	n	Percent	Grade	n	Percent
A	352	15.7%	A	297	15.2%	A	55	18.5%
B	379	16.9%	B	325	16.7%	B	54	18.2%
C	379	16.9%	C	317	16.3%	C	62	20.9%
D	148	6.6%	D	130	6.7%	D	18	6.1%
F	255	11.4%	F	227	11.7%	F	28	9.4%
I,NB,W	732	32.6%	I,NB,W	652	33.5%	I,NB,W	80	26.9%
TOTALS:	2245	100%		1948	100%		297	100%
C or better incl. W's		49.4%	C or better incl. W's		48.2%	C or better incl. W's		57.6%
C or better excl. W's		73.4%	C or better excl. W's		72.5%	C or better excl. W's		78.8%

W=Withdrawl, I=Incomplete, NB=No Basis

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(Table 3)

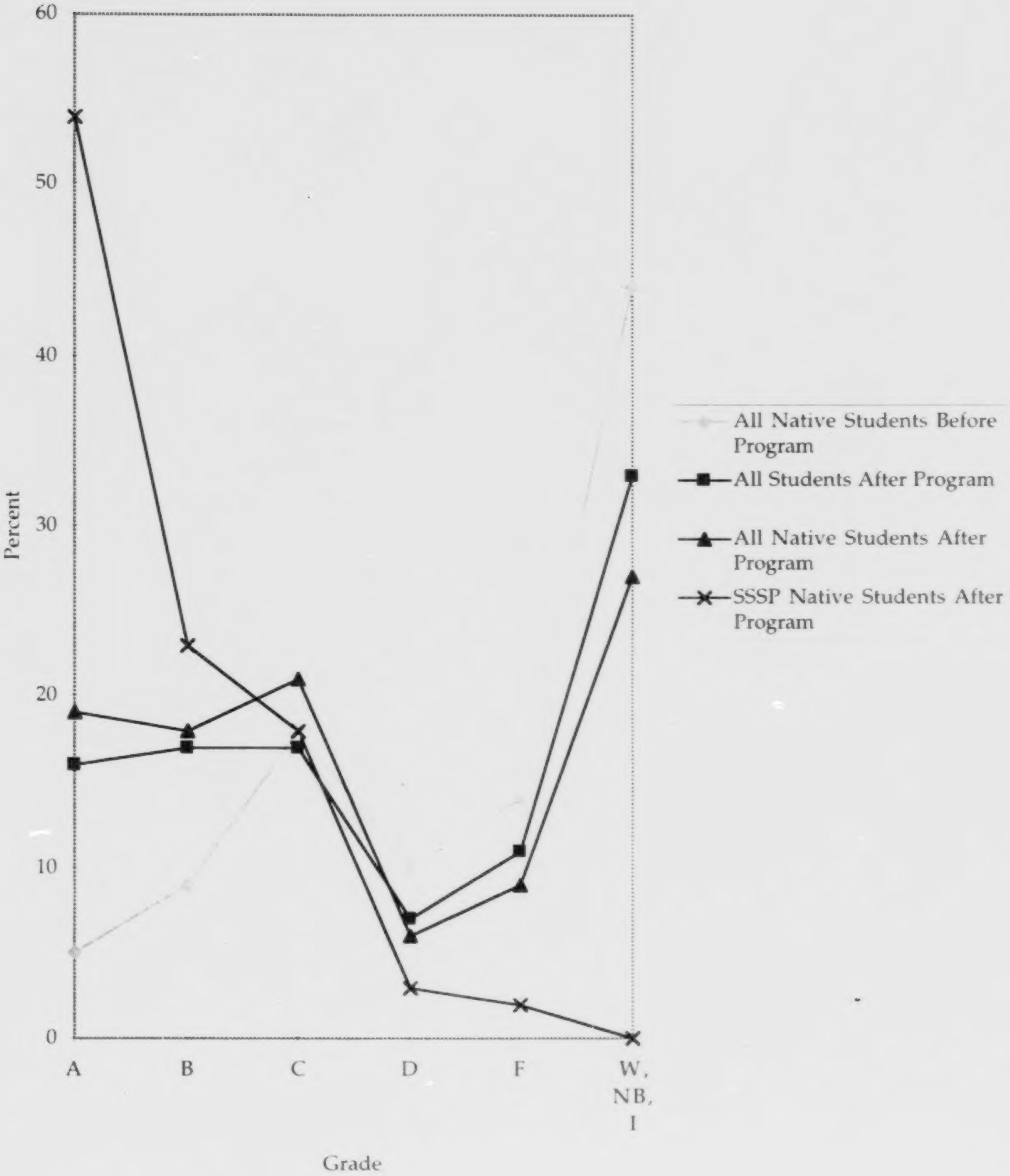
	Fairbanks Campus n	SSSP Students[*] n	Credit by Exam (CBE)[**] n
A	55	38	37
B	54	26	16
C	62	30	12
D	18	7	2
F	28	6	1
I,NB,W	80	10	-
Totals:	297	117	68

"C" or better	Including W's	Excluding W's
Non-Native	48%	73%
Native:		
UAF campus	58%	79%
SSSP students	80%	89%
CBE students	NA	96%

---

[*] Includes students who have previously taken SSSP classes or received tutoring from SSSP tutors.

[**] This group of students is a subgroup of the SSSP students.



Pre-Post Changes in Native Outcomes in Precalculus at the University of Alaska Fairbanks

Getting Started

1. Think like a coach. Education has winners and losers just like athletics.

2. Define the opponent (e.g., low success rates, poor transition between math classes).

3. Gather data on local and state success rates. Use this as your starting point for improvement. Disseminate the information for reactions. (You will find who is comfortable with the current outcomes and who is willing to help you improve them.)

4. Develop the students' role in changing history. Remind them that their outcomes (passing and failing) will be counted in future data. They will be responsible for the next chapter in improving the success rate. They need to feel part of the continuum from low to high success rates.

5. Connect the new with the old. Talk about family, village, cultural, and athletic connections so that new students see how they are already connected to the program. Enlarge their circle of comfort.

6. Reward success. I have a plaque, the Wall of Fame, for those students who earned a C or better in their credit by exam in Math 107. I used an * for A work and ** for those earning a 100% on the comprehensive exam. The last semester of the program, nine students took credit-by-exam: seven earned A's, two of these students wrote perfect exams.

Changes That Helped Improve Outcomes

1. Increase contact hours. A 50% increase from 3 to 4.5 hours per week allows for a slower, more thorough coverage of the material. Contact hours and successful outcomes have a very high correlation.

2. Adopt cumulative weekly quizzes. Students may use as many 3" x 5" note cards as they desire. This encourages them to re-write and distill their notes and the material from the book. This also emphasizes the importance of retaining previous information: no "learning and forgetting" allowed.

3. Utilize supplemental instruction. Evening review sessions are used in preparation for exams.

4. Involve more support people. By utilizing advisors and tutors in the goals of the program, everyone is working toward a common goal. Keep all groups informed about the program.

Philosophical Foundations

1. Commitment to success
    - total access to services
    - stay focused (challenge students to constantly restate their goals)
    - change the future one student at a time
2. Three part approach to instruction
    - conceptual (strategize, verbalize, and write)
    - analytical (mastery of traditional algorithms)
    - visual (graphing calculator and image processing)
3. Building a continuum of understanding (not merely knowledge).
    - Explain how concepts will be applied in subsequent classes (e.g., after discussing functions and slopes, use the difference quotient to find the slope of a curve).
    - Model note taking, problem solving, and homework problems. Be clear about expectations.
    - Attempt to hire previous students as tutors. They understand not only the material, but also the importance strong study skills and a persevering attitude have on success.
    - Support students with an open door policy and free tutoring when they enroll in higher level math classes.
4. Ask a lot of questions.
    - After asking, never answer your own question. Wait as long as possible. (I find it rarely goes beyond 11 seconds.)
    - When a student asks a question about math, answer with a question. Continue this procedure until you find what the student understands. Build forward from here. Try to have the student answer her own question.
5. Gradually develop an increased capacity for rigor and abstraction.
    - The elementary algebra class is set up to place a greater emphasis on vocabulary, study habits, and group problem solving. A very student-friendly text is chosen. Hard working, consistent students will do well in the class. (I consider homework and glossary cards measures of effort.)

- The intermediate algebra is much more rigorous and abstract. Weekly cumulative quizzes, greater emphasis on problem solving, and a less student-friendly text are components of the course.
- Upon arriving in precalculus, the cyclical nature of the previous classes has already covered roughly 65% of the material at an introductory level. The rigor and expectations are already internalized by those who have come through the algebra sequence so the emphasis can be the rigorous and challenging topics of functions.
- Set high expectations: students will rise to your level of expectation given appropriate support.
- Rigor and mastery are good: students will be confident about their ability in future math classes.

Do

....define success with your students.

....be proactive and intrusive.

....pre-test and place students in appropriate classes based on your historical knowledge. Err on the side of caution when placing a student in a math class. A good start is crucial.

....help students understand the university's history and expectations and how they fit in.

....plan on changing history (success rates) one class and one student at a time. Personalize the process.

....encourage students to embrace high standards, rigor, and mastery. Play to a student's sense of pride.

....develop a tutoring component that works closely with the math classes.

....show students their grades weekly. Teach them to take ownership.

....preach while you teach. Keep looking forward. Begin sentences with "When you get to calculus, you'll need to know..."

....work with advisors and seek their help and intervention when a student starts to struggle.

....challenge students to develop their problem solving skills. They should be able to write about and orally defend their conclusions.

Don't

....assume a student has mastery of algebra.

....assume a student can speak the language of math. Emphasize vocabulary.

....curve exams. Re-test and make students rise to a prescribed level of mastery.

....let students get isolated. Stress group work in class and study groups outside of class.

....accept history, change it.

(Table 5)

Analysis of Students Who Participated in SSSP Math Courses and Completed at Least One 100-level Math Requirement

	DEVM to M 107	%	CS 101	%
A-C	125	(86%)	21	(78%)
D-F	21	(14%)	6	(22%)
Totals:	146		27	

	M 131	%	M 161	%
A-C	33	(83%)	31	(70%)
D-F	7	(18%)	13	(30%)
Totals:	40		44	

	M 205	%	M 171	%
A-C	39	(95%)	2	(100%)
D-F	2	(5%)	0	(0%)
Totals:	41		2	

	Ph 204	%	DEVM to 100-level: All Classes	
A-C	15	(88%)	266	(84%)
D-F	2	(12%)	51	(16%)
Totals:	17		317	

M 107: Functions for Calculus
CS 101: Computers and Society
M 131: Concepts and Contemporaory Applications of Math
M 161: Algebra for Business and Economics
M 205: Mathematics for Elementary School Teachers
M 171: Precalculus for the Sciences
Ph 204: Introduction to Logic

GREGORY J. OWENS

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EDUCATION

UNIVERSITY OF ALASKA FAIRBANKS 1987-1991
Master of Education in Cross-Cultural Education
Cumulative G.P.A. 4.00/4.00

UNIVERSITY OF MONTANA 1985-1986

UNIVERSITY OF WISCONSIN-PLATTEVILLE 1975-1979
Bachelor of Science degree in mathematics,
with minors in English and coaching
Cumulative G.P.A. 3.85/4.0
Awards: Graduated summa cum laude
McNett Award for outstanding male in Education Department
Phi Kappa Phi Honor Society

UNIVERSITY OF WISCONSIN-MADISON 1974-1975

PRESENT EMPLOYMENT

UNIVERSITY OF ALASKA FAIRBANKS 1987 - Present

Responsibilities: Designing and implementing the math component of a federally-funded program targeted at underrepresented populations, within the Cross-Cultural Communications program

RURAL ALASKA HONORS INSTITUTE 1990 - Present
University of Alaska Fairbanks Summers
Academic Coordinator/Math Instructor

WEST VALLEY ASSISTANT TRACK COACH 1994 - Present
Jump coach in charge of long, triple and high jump

EMPLOYMENT HISTORY

LOYOLA SACRED HEART HIGH SCHOOL 1983-1987
Missoula, Montana

Responsibilities: Head of the mathematics department; math and English instructor; Math Club supervisor; "L" Club supervisor; head track coach; assistant basketball coach

Special accomplishments: Math club's first-place finish in Western Montana problem solving contest

RURAL ALASKA HONORS INSTITUTE 1983-1986, 1988
University of Alaska Fairbanks Summers

Responsibilities: Math coordinator and instructor for an intensive college preparatory program for Native students from rural Alaska

(Volunteer)

ST. MARY'S CATHOLIC HIGH SCHOOL 1982-1983
St. Mary's, Alaska

Responsibilities: Math and English Instructor; boys' dorm assistant supervisor; head basketball coach, prom supervisor

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(Volunteer)

MARIST BROTHERS' HIGH SCHOOL 1980-1982
Pago Pago, American Samoa

Responsibilities: Mathematics and English instructor; head basketball, football, and track coach, and assistant volleyball coach

Special accomplishments: All-Island championships in track (2), basketball, volleyball, and football

PAPERS PRESENTED

Observations on Math Readiness of Rural Students and Attempts at Improving Their Rate of Success at University of Alaska Fairbanks. AAAS Arctic Science Conference. Oct. 10, 1988, Fairbanks, Alaska.

A Longitudinal View of Math Results in the Rural Alaska Honors Institute, Alaska Native/Canadian Indian Teacher Education Programs Conference. March 15, 1989, Fairbanks, Alaska.

Alternative Approaches to Teaching Developmental Mathematics and Its Effect on Success Rates of Alaskan Native and American Indian Students at UAF, Arctic Uumaruq Conference, March 8-10, 1990, Barrow Alaska.

What's Right With This Picture: Native Success in Precalculus at the University of Alaska Fairbanks, National Council of Educational Opportunity Associations, Sept. 24, 1991, Tampa, Florida.

Circumventing Tradition: Improving Native Success in Precalculus, National Council of Educational Opportunity Associations, Sept. 7, 1995, San Diego, California.

An Exemplary College Math Program, Exemplary Programs in Indian Education, February 14-15, and February 27-29, 1997, Gallup, New Mexico.

EDUCATION FACULTY

Teachers for Alaska (TFA) program at UAF. Co-taught the mathematics unit to the prospective secondary teachers at the University of Alaska Fairbanks in the spring semester of 1992.

Invited faculty as part of the Exemplary Programs in Indian Education, February 13-16, 1996, and February 27-29, 1997, Gallup, New Mexico.

TRAINING

Image Processing Workshop
Center for Image Processing, University of Arizona
July 31 - August 4, 1995, St. Louis, Missouri

AWARDS

Rural Student Services' Appreciation and Recognition Award
Rural Student Services, Spring 1995
University of Alaska Fairbanks

Meritorious Faculty Award for Excellence in Teaching
College of Liberal Arts. Spring 1989
University of Alaska Fairbanks

Outstanding Coaches' Award - 1980
Marist Brothers' High School
Pago Pago, American Samoa

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WORKSHOP EVALUATION

Name of Presenter: ______________________ Date: ______________________

Name of Session: ____

Please write in comments where appropriate, or use the other side.

1. The approach used in the session was the correct one.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

2. The session was worth the time I put into it.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

3. The facilities for the session were adequate.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

4. The overall planning of the session was done well.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

5. The presentation of the material was done well.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

6. The handouts were well coordinated with the presentation.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

7. The handouts helped in understanding the material.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

8. The information presented in the session will help me to do a better job.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

9. This type of session is needed.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

10. This session cleared up areas of confusion which are important to me.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

11. This conference should be repeated in other locations.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

Yes, Reading is Everything

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Yes, Reading is Everything

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The best review of the research on the importance of reading to academic success is Stephen Krashen's little book *The Power of Reading: Insights from the Research* (1993). While I do not want to rewrite his book here and re-cite the over 200 references found in it, I do want to give his conclusions based on his extensive study:

> My conclusions are simple. When children read for pleasure, when they get "hooked on books," they acquire, involuntarily and without conscious effort, nearly all of the so-called "language skills" many people are so concerned about: They will become adequate readers, acquire a large vocabulary, develop the ability to understand and use complex grammatical instructions, develop a good writing style, and become good (but not necessarily perfect) spellers. Although free voluntary reading alone will not ensure attainment of the highest levels of literacy, it will at least ensure an acceptable level. Without it, I suspect that children simply do not have a chance. (p. 84)

Krashen's thesis, supported by extensive research, is that children learn to read by reading. The more they read, the better readers they become because of their practice. If American Indian children spent as much time reading as they did shooting hoops or watching television, they would be good readers. Of course, to get children to spend a lot of time reading, they have to be encouraged to read, they have to find reading an enjoyable, entertaining experience, and they need easy access to a wide variety of reading material. The encouragement must come from family, friends, and teachers; the enjoyment depends upon children having access to high interest reading material; and reading material needs to be readily available in homes and in school and community libraries. If children are not encouraged to read, they may well never appreciate the worlds of enjoyment and information that reading can offer them; if they find the reading material they do have access to is too difficult or boring, they will avoid reading, and their progress as readers will be stalled; and if reading material is simply not available, efforts to get children to read are doomed.

Krashen advocates **F**ree **V**oluntary **R**eading (FVR), which requires a variety of reading material available to children at home, in libraries, and especially in classrooms for them to select from based on their interests. Programs that advocate time set aside for FVR every day in every classroom such as **S**ustained **S**ilent **R**eading (SSR) (McCracken, 1971) and **D**rop **E**verything **A**nd **R**ead (DEAR) are valuable additions to any school curriculum. Krashen even supports the use of comic books with reluctant readers since comics often contain sophisticated vocabulary and the pictures provide clues for the reader to help they learn what that vocabulary means. Teachers can interest their students in FVR by reading high interest books to their students fifteen minutes or so every day, even in the upper grades. I have seen fourth and fifth students who were noisily jumping around in the late afternoon gather around and quiet down when their teacher began reading to them a high interest novel. Students who might be interested in different types of stories can not show any interest just because they have no idea of the type of stories that exist. Through reading to their students, teachers can introduce new material of slightly more complexity than the students can easily read to pique their interest and expand their horizons.

Unfortunately, almost all Indian reservation communities lack bookstores and many lack adequate libraries in both their schools and communities. Community, school, and classroom libraries are being gutted by budget cuts because no one wants to pay taxes. It has been argued by some that new media and computers make reading less important, but textbooks remain central to the classrooms today, and one must read webpages, e-mail, and the like on even the newest computers. However, the desire by educators to be technologically up-to-date has led to more money being budgeted for computers and less on books.

Transitioning students from conversational to academic language proficiency.

Teachers, linguists, and even parents tell me that Indian children are too often not speaking their ancestral (tribal) language at all or well and are also not speaking English well. Some linguists use the controversial term "semilingualism" to describe this situation. Bilingual researchers such as Jim Cummins (1996) make the distinction between conversational and academic language proficiency. Indian children develop conversational language proficiency at home and in their primary classrooms but often fail to develop the academic language proficiency needed to handle grade-level academic material, especially lectures and textbooks from fourth grade on. Primary textbooks have a simple vocabulary and syntax and lots of pictures to provide children clues about meaning, but as the number of pictures declines and the vocabulary and syntax become more complicated, American Indian and other minority children often have problems making the transition. This is the same transition between primary picture books with pictures on every page to a juvenile novel that often have no pictures at all. Students who read a lot get the practice they need to make the leap from conversational to academic language proficiency. While they are not likely to read a lot of textbook material, because it is often not of high interest and it is not self-selected, if they are "hooked" on fiction and non-fiction trade books they will read a lot.

Picture books are designed to engage novice readers and get them to enjoy reading, but transitioning Indian children into juvenile novels (so-called chapter books because they are long enough to be divided up into chapters) is especially important for getting Indians students to do enough reading to get the practice they need to become fluent readers and develop academic language proficiency. Almost any chapter book that interests a child will do, but series books where a child who likes the first book will have many others in the series to read are especially important. Zane Grey or Louis Lamore westerns, Tarzan books, Nancy Drew mysteries, Sweet Valley High books, Goosebumps books, and the like are all useful. However all of these essentially deal with non-Indians, and it is very important for their identity that Indian children also read about people like themselves.

When I concur with the idea that reading is everything and focus on picture books and novels, I am not downgrading the subject matter areas of social studies, mathematics and science. What I am saying is that success in the content/subject-matter areas of the curriculum become increasingly dependent on students' reading abilities as they advance through the schools' grades. American classrooms are very reliant on textbooks, and even when their not, they are very reliant on supplementary reading material. In addition, the classroom, criterion reference, and standardized testing that schools use to measure student success are very much dependent as students in advance in grade level on their ability to read them. Students cannot score well on a math or science test even though they know something about math and science if they cannot read the questions on the test to understand what is being asked of them.

Novels can be used to enhance the core academic curriculum in a number of ways. T.L. McCarty (McCarty & Schaffer, 1992) writes about using Scott O'Dell's (1970) novel *Sing Down the Moon* as part of a social studies unit. The book is a fictionalized account of the Navajo's Long Walk, and eighth grade students supplemented their U.S. history textbook's information with material on Navajo history. I taught junior high science 25 years ago at Chinle Junior High. I would have liked to been able to use a novel back then such as the recent *Jurrasic Park* both because of its high interest and because it has a lot to say about both scientific ethics and how scientists gather information and develop theories. In addition, I would point out to students how much more information (and story) are in novels than in the movies made from those same books.

American Indian academic achievement: Sources of the problem

Another reason, besides lack of academic language ability, for poor academic performance centers around motivation. Alan Peshkin's (1997) *Places of Memory: Whiteman's Schools and Native American Communities* tackles this aspect of the question of why American Indian students' academic achievement is below average, even in Indian-controlled schools. Peshkin spent a year observing a New Mexico boarding school serving Pueblo Indians. According to Peshkin, American Indians have the lowest ACT scores and the highest dropout rate of any New Mexico ethnic group. He writes that 75% of Indian students who go to college leave in their first year. At the "Indian High School" Peshkin studied, low academic performance is not a case of Kozol's "savage inequalities" that prevent the school from hiring good teachers and having adequate facilities and instructional materials. The school he studied received a combination of Bureau of Indian Affairs (BIA) funding and various federal grants and is staffed with well educated teachers. The school had the highest percentage of Indian teachers of any high school in New Mexico. In addition, he found that the students' parents valued education. The school met State of New Mexico accreditation standards, and the goal of the school is to prepare students for college. But success was limited. Students would participate with sustained effort and enthusiasm in basketball, but "regrettably, I saw no academic counterpart to this stellar athletic performance" (p. 5). Peshkin found,

> In class, students generally were well-behaved and respectful. They were not rude, loud, or disruptive. More often they were indifferent.... teachers could not get students to work hard consistently, to turn in assignments, to participate in class, or to take seriously ... their classroom performance. (p. 5)

To explain why these students did not enthusiastically embrace education, Peshkin enlarges on the cultural discontinuity (two worlds) theory of academic failure that has been written about by others (see e.g., Henze & Vanett, 1993) and provides evidence from students, parents, and teachers to support that theory. He makes a good argument for the "student malaise" he describes and finds its sources in the ambivalent attitude of the Pueblos towards schooling. Based on over four hundred years of contact with European immigrants, the Pueblos have good reason to be suspicious of anything European, and schools, even Indian-controlled ones with Indian administrators and Indian teachers, are basically alien institutions as far as Pueblo culture is concerned.

The New Mexican Pueblos, under cultural attack from all the forces of the majority society, are obsessed with cultural survival. Pueblo culture emphasizes fitting into the group and participating in the life of the village—"standing in" versus "standing out," in contrast to the individualism found outside the Pueblo. "Schooling is necessary to become competent in the very world that Pueblo people perceive as rejecting them" (p. 107); school is a place of "becoming white" (p. 117). According to Peshkin, "imbued with the ideal of harmony in their community life, Pueblo parents send their children to schools that promote cultural jangle" (p. 117). The sounds in the school are not discordant. The conflict is between what the Pueblo communities teach their young and what the schools teach, and this discordance goes far beyond just the matter of teaching Pueblo languages in the home and English in schools.

Mick Fedullo (1992) in his book *Light of the Feather: Pathways Through Contemporary Indian America* illustrates an extreme case of this cultural conflict with a quote from an Apache elder who stated that student's parents had,

> been to school in their day, and what that usually meant was a bad BIA boarding school. And all they remember about school is that there were all these Anglos trying to make them forget they were Apaches; trying to make them turn against their parents, telling them that Indian ways were evil.
>
> Well, a lot of those kids came to believe that their teachers were the evil ones, and so anything that had to do with "education" was also evil--like books. Those kids came back to the reservation, got married, and had their own kids. And now they don't want anything to do with the white man's education. The only reason they send their kids to school is because it's the law. But they tell their kids not to take school seriously. So, to them, printed stuff is white-man stuff. (p. 117)

Educator's cannot hope to be successful with American Indian students who see education, school success, and reading as a "selling out" of their Indian heritage. Few curriculums exist to help Indian children resolve the conflicts between home and school that Peshkin documents. One of the few such curriculums available is Ed Tennant's (1994) *"Eye of Awareness": Life Values Across Cultures* developed for the Bering Strait School District in Alaska.

Using books to help students deal with cultural conflict

Cultural conflict and reading may seem miles apart, but the selection of the right kind of books can help students work through these conflicts in a process that has been called bibliotherapy as well as to give them practice reading. For example, the books of Paul Pitts are excellent material for teaching American Indian students ways of dealing with cultural conflict:

> Paul Pitts explores issues that many Native American children face that are not often addressed in children's novels. *Racing the Sun, Shadowman's Way*, and *Crossroads* each portray a young Navajo boy as the main character. The issues these boys face allow the books to be entertaining for both avid and reluctant adolescent readers. The central underlying themes in each of Pitts' books are how young children seek friendship and deal with cultural differences in defining their identity. (Steward, 1996, p. 43)

Pitts' *Shadowman's Way* is a good example of a juvenile novel that could help American Indian children resolve the ambivalence that Peshkin found in the high school he studied. Spencer, a new white kid on the block in a Navajo community attempts to form friendships, but he is blocked by racial prejudice. A Navajo boy, Nelson who is open to a new friendship faces peer group pressure and is criticized as a "white man-lover" for his efforts. Spencer is called a "white ape" and "white dog," and Benjamin, a leader of the Navajo boys, declares that Spencer is "just like a white man" because he "pushes his way into some place he doesn't belong and then makes fun of what he finds there" (p. 80). Anglos [white people] "should stay where they belong, with people who understand them" (p. 63). Things come to a head between Nelson and Benjamin over letting the new boy into the Navajo Youth Center. Benjamin declares "the only thing . . . I had was the youth center . . . it was a tiny place that was mine . . . where they couldn't remind me I wasn't good enough" (p. 101). Nelson tries to get Benjamin to look past race, but Benjamin answers that Anglos "won't let you become part of that world" (p. 102). The book brings out how Benjamin's ideas about whites are shaped by his parent's ideas, which were picked up through negative encounters with the "white world." Nelson's mother explains to him,

> Some people decide whether others have any value on the basis of their skin, their clothes, how they talk. You can only hope, if you want those people to accept you, that they will take the time to get to know you as a person. (p. 104)

Information for educators on Indian children's books

The most recent book on Indian children's literature that could be used to help build a library for what I have called a heritage reading program (Reyhner, 1992) is Jon C. Stott's (1995) *Native Americans in Children's Literature*, which lists more than 100 books by and about Americans Indians along with short synopses and critiques to help teachers find stories to use in their classrooms. Stott's first chapter discusses stereotypes and misrepresentations of Native Americans in children's literature, and he describes how Indians were stereotyped in early American literature and how that those early stories helped create some of the stereotypes that are alive today. This chapter is designed to help teachers avoid using children's books with objectionable stereotypes or other inaccuracies. His second chapter is on picture books, and in the third chapter, he emphasizes how children's stories are used in all cultures to teach children about the world they live in and how they should behave. Stott's fourth chapter compares and contrasts Indian and non-Indian approaches to story telling, the differences between oral and written literature's, and the differences in handling chronology in stories from culture to culture. In his epilogue, Stott discusses the skill of Inuit author Michael Kusugak in bringing traditional stories into a modern setting. Kusugak's four books: *A Promise is a Promise, Hide and Sneak, Baseball Bats for Christmas,* and *Northern Lights: The Soccer Trails* can be used to help students deal with the differences between native and mainstream American culture. I would also recommend recent Indian picture books by Navajo author Shonto Begay as well as Bernelda Wheeler's *I Can't Have Bannock, But The Beaver Has a Dam*, and Michael Lacapa's *Antelope Woman, an Apache Folk Tale.*[1]

Stott's appendix gives examples of how to use traditional American Indian stories in language arts classes. His sample lessons start at the elementary level and become increasingly more difficult. Teachers should choose lessons at their students academic level and modify the lessons as they see fit to meet their students' needs. Stott also recommends that Indian stories be compared and contrasted with non-Indian stories with similar themes and character types (for a review of Stott's book see Bell, 1997).

It is critically important that books such as Stott describes and recommends are readily available year around for Indian students to read and to own. In addition, parents and community leaders should work with teachers and librarians in helping choose books. Parent and community involvement in the selection of books that would be heavily promoted for students to read would serve two purposes. First, it would help screen out books that could increase the cultural conflict between community and school that Peshkin found, and second it would get adults reading books and thus being role models for the children.

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[1] A good source of literature by Native Americans is the Native American Authors Distribution Project. A book list can be obtained by sending a stamped self-addressed envelope to the Native American Authors Distribution Project, c/o The Greenfield Review Press, 20 Middle Grove Road, P.O. Box 308, Greenfield Center, N.Y. 12833. The project only handles retail sales; quantity buyers are advised to buy directly from publishers.

In communities without bookstores, school administrators should make available children's books for purchase. Teachers through monthly magazine book clubs and librarians through yearly book fairs are often doing this now to a degree, however, book clubs lack a good selection of books on American Indians and other topics of local interests, plus today's children want things right now, rather than waiting weeks for the teacher's mail order to come in. It is my experience that most students have money for soft drinks and other junk food and are willing to buy high interest books if they are readily available. In one reservation school where I was principal, I used to take a book cart around to every classroom once a week selling paperback books at cost and using the money to buy more books. I sold a lot of books. If there is a student store in your school, I would investigate ways it might sell some books. A third possibility is to get your school library to stock some paperback books for sale year around.

Conclusion

The health of American Indians have suffered greatly because they did not have the immunity to European diseases and the cultural prohibitions about the use of alcohol that immigrants brought with them from Europe. Likewise, the education of American Indian students has suffered greatly because American Indians did not have cultural teachings about the importance of reading in particular and school in general that European immigrants often brought with them. Educated Euro-Americans teach the importance and values of reading to their children before they ever get to school by regularly reading them bedtime stories[2] and having books, magazines, and newspapers scattered around their houses. In contrast, one can find Indian households without books, and bookstores in Indian communities are virtually nonexistent, and libraries, other than school libraries, are not much more frequent.

The best picture books help teach children what it means to be a human being in the same way that traditional Indian stories do. Whether these stories are read or heard, they help enculturate children to become productive members of their communities. Children who are denied these oral and written stories are in danger of missing a moral compass that will keep them on course. Educators need to work with parents and communities to provide students with narrative guideposts, both oral and written, that will provide direction for our youth.

If educators are to turn things around for their Indian students, they must not just teach the phonics and other skills associated with reading, they must help develop a culture of reading in the communities they teach in by working to get reading materials into the home, building classroom paperback libraries, and maintaining well-run and well-stocked school libraries, and they need to see that students have opportunities to own their own books. However, having a lot of books is not the only criteria; reading materials should be carefully selected as to not be destructive of the student's culture! Educators need to be careful that the reading material they are stocking and promoting does not aggravate the cultural conflicts that Peshkin describes in the Indian boarding school he studied. By working with their students' parents and communities and studying the information in books on Indian education and Indian children's literature, teachers can help build a culture of reading for their students.

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[2] While Headstart Programs have proven very effective, there is no school-based program that can compensate for what has been called the "LAP" method of teaching reading. Putting your child in your lap every evening and reading them a bedtime story not only teaches them pre-reading, reading readiness, and reading skills, it also associates reading in the mind of the child with all the warmth, love, and care that parents ideally give their children. Programs such as **R**eading **I**s **FUN**damental (RIF) that help get books into homes, and programs that encourage older siblings in school to read to their younger siblings still at home are excellent ways to introduce pre-school children to reading.

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Professional Experience:

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Reyhner, J. (Ed.). (1997). **Teaching Indigenous Languages**. Flagstaff: Northern Arizona University.

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Sample Keynote Addresses:

Maintaining Native Languages in the Schools. South Dakota Association of Bilingual/ Bicultural Education Summer Language Institute, 8/18/94, Rapid City, SD.

Building Support for Bilingual Education Programs. North Dakota Bilingual Education Conference, 9/9/93, Bismarck, ND.

American Indian Early Childhood Education Program. Pauma School District Summer Institute, 8/23-27/93, Pauma, CA (Facilitator & Keynote Speaker).

Current Trends in Indian Education. First Annual Symposium of Language, Culture and Education: Empowerment Through Partnership. Tuba City Public Schools, 10/15/92, Tuba City, AZ.

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Jon Reyhner is currently an associate professor and evaluation coordinator in the Center for Excellence in Education at Northern Arizona University. He is the editor of *Teaching Indigenous Languages* (Northern Arizona University, 1997) and *Teaching American Indian Students* (University of Oklahoma, 1992) and co-author of *A History of Indian Education* (Eastern Montana College, 1989). He has published 15 articles in professional journals including the *Journal of American Indian Education, Journal of Navajo Education, Canadian Journal of Native Education,* and *Bilingual Research Journal* as well as contributed 15 chapters to books and conference proceedings.

After teaching junior high mathematics, social studies and science four years on the Navajo Reservation, Dr. Reyhner went to spend ten years as a school administrator on reservations in Arizona, New Mexico, and Montana. He spent another nine years teaching Indian education courses at what is now Montana State University-Billings. He has worked as an Indian bilingual program director, an evaluator for BIA schools and bilingual programs, and a coordinator of an Indian bilingual teacher training program.

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Books, monographs, and proceedings

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Reyhner, J., & Schaffer, R. (Eds.). (1991). *Search for Identity*. Billings, MT: CIE. 55 pp.

Reyhner, J. (Ed.). (1988). *Science for the Indian Student: A Culture-Based Curriculum* by Elnora Old Coyote-Stenersen. Billings, MT: Eastern Montana College. 392 pp.

Reyhner, J. (Ed.). (1988). *Autobiography of Mark Hanna*. Billings, MT: Eastern Montana College. 108 pp.

Reyhner, J. (Ed.). (1984). Five booklets for elementary students: *Heart Butte: A Blackfeet Indian Community* (ED 250 115); *Famine Winter, The Loud Mouthed, and The Story of Running Eagle* by J. W. Schultz; *Stories of Our Blackfeet Grandmothers*. (ED 250 114). Billings, MT: CIE & Heart Butte Bilingual Program.

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Dissertations/theses

Reyhner, J. (1985). A content analysis of realism in elementary school basal reading textbooks (Doctoral dissertation, Montana State University, 1984). *Dissertation Abstracts International, 45*, 2391A.

Reyhner, J. (1973). *The development of a national system of secondary education in England*. Unpublished master's thesis, Northern Arizona University, Flagstaff, AZ.

ERIC documents

Reyhner, J. (1996). Progressive education and the "Indian New Deal." Paper presented to the Annual Meeting of the National Indian Education Association. 11/13/96 (ERIC Document No. ED 407 198)

Editorial and review activity

Member, CEE Monograph Series Editorial Board 9/96-8/97.

Member, Editorial Board, *Stabilizing Indigenous Languages*, Special CEE/NAU monograph project, 5-95-3/96.

Managing Editor, Regular Column on Indian Bilingual Education for *NABE News*, 10/90-Present.

Member, Editorial Board, ERIC Clearinghouse on Rural Education and Small Schools, 11/89-Present.

Member, Editorial Board, Council for Indian Education, 2/90-Present.

Reviewer: World history textbook 7/97-Now, *The Americans* high school history textbook & 2 accompanying videotapes, 9/96-12/96, McDougal Littell: A Houghton Mifflin Co.; *History of Education Quarterly*, 9/97; *American Educational Research Journal* 7/97; Gonzalez, G. & Maez, L. (Eds.). (1995). *Compendium of Research on Bilingual Education*. Washington, DC: National Clearinghouse for Bilingual Education; University of Oklahoma Press 3/96, 8/95, 6/95 & 3/93 (book proposals); Lawrence Erlbaum 8/95 (book proposal); Longman Publishing 11-12/89 (bilingual textbook proposal) & 11/92 (curriculum text); *American Indian Quarterly* 11/95, 4/94; *Teaching Education* 9/96, 8/95, 6/95, 3/94, 9/93, 10/92, & 6/92; *Journal of American Indian Education* 4/94, 8/93, 7/92, 10/90, & 9/90; *Journal of Professional Studies* 9/97, 3/96 (2 articles), 6/95(2 articles); *Canadian Journal of Native Education* 12/91.

Keynote addresses and other speeches

Maintaining Native Languages in the Schools (Keynote). South Dakota Association of Bilingual/ Bicultural Education Summer Language Institute, 8/18/94, Rapid City, SD.

Building Support for Bilingual Education Programs (Keynote). North Dakota Bilingual Education Conference, 9/9/93, Bismarck, ND

American Indian Early Childhood Education Program. Pauma School District Summer Institute, 8/23-27/93, Pauma, CA (Facilitator & Keynote Speaker)

American Indian Education Yesterday and Today: 25th Annual University of Montana KYI-YO Youth Conference, 4/29/93, Missoula, MT; Fort Peck Community College, 2/7/92, Poplar, MT (Sponsored by the Montana Committee for the Humanities)

Current Trends in Indian Education (Keynote). First Annual Symposium of Language, Culture and Education: Empowerment Through Partnership. Tuba City Public Schools, 10/15/92, Tuba City, AZ

Current Topics in Indian Education (Keynote). First Annual New Mexico Federation of Teachers Native American Education Conference, 4/25/92, Gallup, NM

Papers presented at professional conferences

International

Stabilizing Indigenous Languages, 1996 World Indigenous Peoples Conference: Education, 6/17/96, Albuquerque, NM

Training Needs of American Indian Bilingual Teachers. National Association for Bilingual Education, 23rd Annual International Bilingual/Multicultural Education Conference, 2/17/94, Los Angeles, CA

American Indian Languages and United States Language Policy. International Conference on Maintenance and Loss of Minority Languages, 9/2/92, Noordwijkerhout, The Netherlands

A Description of the Rock Point Community School Bilingual Education Program. 9th Annual International Native American Language Issues Institute, 6/8/89, Billings, MT

National

Progressive Education and the Indian New Deal. American Educational Research Association, 3/26/97, Chicago, IL

Progressive Education and the Indian New Deal. National Indian Education Association Native Education Research Symposium, 11/13/96, Rapid City, SD.

Strategies for Preserving Native American Languages. OBEMLA National Professional Development Institute, 2/18/95, Phoenix, AZ

Factors Affecting the Retention of American Indian & Alaska Native Students in Higher Education, Expanding Minority Opportunities Conference, 1/21/95, Tempe, AZ

Historical Foundations of American Indian Education for Tribal College Teacher Education Programs. American Educational Studies Association, 11/4/93, Chicago, IL

Improving Math. & Science Instruction for Limited English Proficient Middle & High School Students through Language Activities. 3rd National Research Symposium on Limited English Proficient (LEP) Students: Focus on Middle & High School Issues, OBEMLA, U.S. Department of Education, 8/13/92, Arlington, VA

Fitting Them Into the Mold: The Failure to "Americanize" and Educate the American Indian. Annual meeting History of Education Society, 11/26/91, Kansas City, MO

Maintaining and Renewing Native Languages in the Schools. Native American Studies Conference. Lake Superior State University. 11/25/91. Sault Ste. Marie. MI

American Indians and "English-Only" Education. History of Education Society. 11/3/90. Decatur. GA

Does the Effective Schools Research Contain the Answer to the Problems of Indian Education for the 1990's. Native American Studies Conference. Lake Superior State University. 11/17/89. Sault Ste. Marie. MI

Realism. Basal Readers. and Teaching Reading to Ethnic Minority Students (Co-presented with Dr. Lawrence M. Kenney. Western Illinois University). 31st College Reading Association Annual Conference. 10/29/87. Baltimore. MD

Realism in Elementary Basal Reader Stories. 30th College Reading Assoc. Annual Conference. 10/25/86. Knoxville. TN

State & regional

Teaching Arizona's Indigenous Languages. Arizona Association for Bilingual Education Annual Conference. 1/30/98. Phoenix. AZ

Development of ESL and Bilingual Education on the Navajo Reservation after World War II. AZ-TESOL 1997 State Conference. 4/25/97. Yuma. AZ

History of Reading Instruction in the Navajo Nation. AZ-TESOL 1996 State Conference. 3/1/96. Chinle. AZ

Inservice Needs of Rural Reservation Teachers (with Harry Lee & David Gabbard). Annual Conference of the Northwest Association of Teacher Educators. 4/16/93. Coeur d'Alene. ID

Research Needs in Indian Education. Visiting Scholar at Colloquium on American Indian Education Research and Administration sponsored by the University of Oklahoma. 6/24/88. Norman. OK

A Quality Teacher Education Program for Teachers of Minority Children in the Nineties. Annual conference of the Northwest Association of Teacher Educators. 4/15/88. Spokane. WA

Indian Education: A Failure in Intercultural Communication. 52nd Annual Convention. Western Speech Communication Association. 2/16/81. San Jose. CA

English Political Thought and Education in Late Victorian England. Phi Alpha Theta Regional Meeting. 1974. Las Cruces. NM

Other professional and inservice presentations

International

Reversing American Indian Language Shift. 26th Annual International Bilingual/Multicultural Education Conference. 2/6/97. Albuquerque. NM

Stabilizing Indigenous Languages. 25th Annual International Bilingual/Multicultural Ed. Conf.. 3/15/96. Orlando. FL

Tuba City's Quiet Renaissance: Culture Theory as an Umbrella for Comp. Curricular/Institutional Reform (Panel Member). 23rd Annual International Bilingual/Multicultural Educ. Conf.. 2/19/94. Los Angeles. CA

NABE No-Cost Let's Do It Ourselves Study on Families: The Results (Panel Member). 20th Annual (NABE) International Bilingual Education Conference. 1/11/91. Washington. DC

National

Stabilizing Indigenous Languages. National Indian Education Assoc. 27th Annual Meeting. 11/14/96. Rapid City. SD.

What's Still Missing in Basal Readers. 34th CRA Annual Conference. 11/4/90. Nashville. TN

Local, state & regional

California Reading Initiative. Research Services Brown-bag Discussion. 10/27/97

One hundred years Indian Education in Northern Arizona. Peace Corps Fellows Seminar. 10/17/97

An inquiry into 100 years of teaching on Arizona's Indian Reservations. Colloquium on the Arts. Cultures. & Sciences of the Colorado Plateau and Great Southwest sponsored by NAU. the NAU Foundation. & the Museum of Northern Arizona broadcast on the NAU public access channel. 9/26/97. Flagstaff. AZ

Speaker. Reading Issues Round Table sponsored by the California State University Center for the Improvement of Reading Instruction. 9/18/97. Long Beach. CA.

Language Renewal Issues Related to Literacy. Language and Literacy Symposium (3rd Symposium of the Goals 2000 Preservice Reading Partnership). Los Angeles County Office of Education. 9/19/97. Long Beach. CA.

Current Trends in American Indian Education. 1997 CEE/NAU Celebration of Teaching Honors Week Program. 4/10/97. Flagstaff. AZ.

1) Stabilizing Indigenous Languages & 2) Progressive Education on the Navajo Reservation. 1996 Navajo Nation Fall Education Conference. 11/18/96. Flagstaff. AZ

Ways to Keep Your Language Strong (with G. Cantoni). 5th Annual Symposium on Language Culture and Education. 9/25/96. Tuba City. AZ.

Connecting Tradition to Modern Education. 22nd Annual Alaska Bilingual Multicultural Education Equity Conference. 2/9/96. Anchorage. AK

Where Bilingual Education is Today: The Impact of "English Only" and "English Plus," Stabilizing Indigenous Languages Symposium (with Ann Kessler). 2/6/96. Anchorage. AK

Methods of Teaching Indigenous Languages. Poplar Public Schools. 3/31-4/1/95. Poplar. MT

Before it's too late: The Tuba City Schools' plan for bolstering endangered indigenous languages (panel member). 24th Annual International Bilingual/Multicultural Educ. Conference. 2/17/95. Phoenix. AZ

Images of Native Americans in Children's & Young Adult Literature. National Endowment for the Humanities Teacher/Librarian Workshop. Montana State University-Billings. 11/12/94. Billings. MT

Indians in Education. Native American Day. Montana State University-Billings. 9/30/94. Billings. MT

Whole Language for Native Americans. Eastern Montana Catholic Education Days. 9/29/94. Billings. MT

Effective Language Education Practices. South Dakota Association of Bilingual/Bicultural Education Summer Language Institute. 8/19/94. Rapid City. SD

Roots of Ethnic Tension in Tuba City. Tuba City Public Schools Leadership Academy. 8/9/94. Tuba City. AZ

Teaching Reading to Indian Students. Badlands Reading Council. 11/17/93. Kadoka. SD

Preventing American Indian Dropouts. 2nd Annual Symposium of Language. Culture and Education: The Politics of Language and Cultural Survival. Tuba City Public Schools. 9/15/93. Tuba City. AZ

1) Integrating Language. Math and Science for LEP Students & 2) Preventing American Indian Dropouts. North Dakota Bilingual Education Conference. 9/9-10/93. Bismarck. ND

Integrating Math. Science. and Language in a Bilingual/Multicultural Setting (with D. Davison & K. Miller). Rocky Boy School District. 8/11-13/93. Rocky Boy. MT

Spreading the Good Word: Recent Children's Indian Books and Publishing Native Americans (with Jim Perlman). Literary Encounters: Native American Literature and Culture Conf.. 6/25/93. Bozeman. MT.

Native Student Drop-Outs: A Review of School-Based Causes and Solutions. Inservice for School District No. 27 (Cariboo-Chilcotin). 5/10/93. Williams Lake. BC. Canada.

Native Student Drop-Outs: A Review of School-Based Causes and Solutions. 7th International Native Education Conference. 5/6-7/93. Winnipeg. Canada.

Language Acquisition Across the Curriculum. First Annual Symposium of Language. Culture and Education: Empowerment Through Partnership. Tuba City Public Schools. 10/15/92. Tuba City. AZ

An Indian Education Knowledge Base. 10th Montana Indian Ed. (MIEA) Conference. 4/6/92. Billings. MT

American Indian History in Social Studies. Montana Education Association IPD Convention. Montana Council for the Social Studies sectional. 10/18/91. Billings. MT

A Gifted and Talented Model Program at St. Stephens Indian School (Panel Member). 13th Annual Wyoming Multicultural Institute. 11/5/91. Riverton. WY

Institutions of Higher Education (IHE) Panel. Montana Association for Bilingual Education (MABE). Eleventh Annual Statewide Conference. 6/17/91. Billings. MT

Strategies for Preventing Dropouts. 9th Annual MIEA Conference. 4/29/91. Billings. MT

1) Multicultural Curriculum Development & 2) Panel Member for "ESL Certification Issues and Concerns." MABE. Tenth Annual Meeting. 6/4-5/90. Great Falls. MT

Using American Indian Literature in the Classroom. National Council of Teachers of English (NCTE) Northwest Regional Conference. 4/7/90. Billings. MT

1) Adapting Instruction to Culture & 2) Creating Effective Schools. Rock Point Community School Inservice. 1/27/89. Rock Point. AZ

Teaching ESL for Secondary Teachers. 6th Annual Reservation-Area ESL Conf.. 10/18/88. Chinle. AZ

Bilingual/Bicultural Materials Development. South Dakota Association for Bilingual/Bicultural Education. Summer Language Institute. 8/17/88. Rapid City. SD

Effective language education practices and tribal language survival. International Native American Language Issues Institute. Language Issues Workshop. 8/5/88. Choctaw. OK

Bilingual Education for North American Indian Students. Chicago Public Schools' "Successful Practices and Programs in North American Indian Education" Conference. 6/2/88. Lincolnwood. IL

1) Ingredients for a Successful Bilingual Program & 2) Teaching ESL in the Content Areas. Wyoming Multicultural Institute. 4/9/88. Riverton. WY

Considerations in Educating the Indian Child. State of MT Parent Training Institute. 2/9/88. Billings. MT

1) Empowering Indian and Other Minority Students & 2) Using Indian Literature with Indian Students. 3rd Annual Staff Devel. Day. Northern MT Shared Consultant Services Project. 2/1/88. Havre. MT

1) Teaching the Indian Child: A Bilingual/Multicultural Approach & 2) The Importance of Indian Stories in a Reading Program for Indian Students. WY State Multicultural Institute. 3/21/87. Riverton. WY

The Bilingual Exceptional Child. Council for Exceptional Children Conference. 3/12/87. Billings. MT

Teaching the Indian Child: A Bilingual/Multicultural Approach. South Dakota Association of Bilingual/Bicultural Education Annual Meeting. 2/20/87. Rapid City. SD

Stories for Native American Children. Parent Training Institute. 2/3/87. Billings. MT. Sponsored by Montana Office of Public Instruction (OPI).

Using Micro-computers to Develop Native Language Materials. Montana Education Association Annual Meeting. 10/16/86. Billings. MT

Using Micro-computers to Develop Native Language Materials. 6th MABE Conf.. 7/24/86. Billings. MT

Curriculum Development. State of Montana Bilingual Parent Training Institute. 3/18/86. Billings. MT

Bilingual Program Models. 26th Annual Arizona Indian Education Conference. 1985. Tempe. AZ

III. PROFESSIONAL ACTIVITIES

Successful grant writing

1997	$10,000 from Lannan Foundation to support attendance of Indian Community members to the 4th and 5th Annual Stabilizing Indigenous Languages Symposium.
1995	$600 NAU/CEE Mini-Grant in Cultural Diversity to buy Navajo curriculum materials for the CEE Curriculum Library (with Norbert Francis).
1986-89	$564,305 for a three year Title VII Indian Bilingual Teacher Training Program at Eastern Montana College.
1988	$850. EMC Faculty Development Grant to write and print *A History of Indian Education.*

I have written noncompetitive bilingual continuation grants for Heart Butte School in 1983 for $100,000 and for Havasupai School in 1984 for $80,000. In 1989 I wrote a noncompetitive Chapter 1 grant for $236,000 and a special education grant for $21,000 for Rock Point School. I have written a number of successful proposals for small competitive grants including a T. IV (Indian Education Act) grant for $1,500 for teacher training at Rocky Boy, a $4,000 special education grant for computers at Heart Butte, a pilot grant to implement effective practices in Indian education developed by the Northwest Regional Educational Laboratory at Heart Butte, and a Chapter 1 "front-end load" proposal for Havasupai School. At Heart Butte & Supai I started the classroom use of computers through grant purchases of computers.

Consulting

Member, Urban Districts Administrators Panel, sponsored by McDougal Littell, a Houghton Mifflin Co., 10/24/97, Chicago, IL

Inservice Training on American Indian Education, 8/12/97 & 10/1/97, Polacca Day School, Polacca, AZ.

Evaluator: Pryor Public Schools Bilingual Program, Pryor, MT, 1993-96; Tuba City Junior High School Transitional Bilingual Program, Tuba City, AZ, 12/95-10/96; Tuba City Primary School Title VII Bilingual Program, Tuba City, AZ 10/93-8/94; Workshop on Diversity and Tolerance: Native Americans and the Bill of Rights, Billings, MT, 10/91; American Indian Studies Program, South Dakota State University, Brookings, SD, 9/91; Title VII Bilingual Education Program K-3, Title VII Bilingual Ed. Program 4-6, Title VII Bilingual Education Program 7-9, Busby School of the Northern Cheyenne Tribe, Busby, MT, 5-6/88; National Origin Desegregation Assistance Grant, Bilingual Ed. State Education Agency Program for Montana, Office of Public Instruction (OPI), Helena, MT, 1987.

Team Leader, BIA Office of Indian Education Programs (OIEP) School Monitoring/Evaluation Teams: Crystal Boarding School, Crystal, NM, 3/94; Wingate High School, Fort Wingate, NM, 1/94; Tonalea School, Tonalea, AZ, 12/93; Crazy Horse School, Wanblee, SD, 11/93. Member, OIEP Teams: Tuba City Boarding School, Tuba City, AZ, 3/93; Teec Nos Pos Boarding School, Teec Nos Pos, AZ, 1/93; Shonto Boarding School, Shonto, AZ, 3/92; Chuska Boarding School, Tohachi, NM, 12/91; Crownpoint Community School, Crownpoint, NM, 10/91; Aneth Community School, Montezuma Creek, UT, 2/91.

Commissioned Author: U.S. Department of Education (USDE), Office of Bilingual Education and Minority Language Affairs, 6/92-8/92. USDE, Indian Nations at Risk Task Force, 10/90-4/91.

Curriculum Consultant: Rocky Boy Public Schools, Rocky Boy, MT, 12/92; Heart Butte Public Schools Bilingual Program, Heart Butte, MT, 4/92; Browning Public Schools Bilingual Programs, Browning, MT, 2/92; Wyoming Indian School Special Alternatives Instructional Bilingual Education Project, Ethete, WY, 3/91; Pryor Public Schools, MT, Spring, 1986.

Planner, Montana Office of Public Instruction, Bilingual Conference, 1/89.

Northern Arizona Univ., Developing a model Indian Teacher Education Program, Flagstaff, AZ, 6/87.

Reports Authored: State of MT Limited English Proficiency Survey (with R. Lord). Helena, MT: OPI. 1986 & 1987. Final Performance Reports: Bilingual Education School of Education Program & Bilingual Education Teacher Training Program. Billings, MT: EMC, 1986.

National Indian Bilingual Center. Using microcomputers in bilingual education. Colcord, OK, 9/12/86.

Fellowships, research affiliations, etc.

Research Affiliate: Center for Research on Education, Diversity & Excellence (CREDE) at the University of California, Santa Cruz, 1996-Now; National Center for Research on Cultural Diversity and Second Language Learning, U.C. Santa Cruz, 1993-95.

Member, University of Colorado/BUENO TDI (Training, Development, and Improvement) Program to institutionalize bilingual/multicultural education in Schools of Education, 1994-95.

Sabbatical Leave 1993-94 academic year.

Newberry Library Fellowship for one month in residence at the library's D'Arcy McNickle Center for the Study of the American Indian, Chicago, IL, 8-9/90.

Service

To Educational Specialties:

Member: ESP Peer Review 1996 & 1997; C & I Doctoral Admissions 1995-Now; Faculty Incentives Taskforce 1995-96; ESP Merit Pay Committee, 11/95.

To Center for Excellence in Education:

Member CEE Committees: Summer Sessions Review, 8-97-10/97; Native American Council, 9/97-Now; Summer School Planning 8/97-10/97; Planning Committee for CEE Partnership Conference, 1/97-10/97; C & I Doctoral Steering Committee, 10/96-Now.

Reviewed proposals for CEE's National Partnership Conference 6/17/97

Phoned potential CEE students for Spring 1997 recruitment project 4/23/97Facilitator, OBEMLA Conference on Stabilizing Indigenous Languages, 11/17/94-11/19/94, Flagstaff, AZ

To Northern Arizona University:

Co-chair: Fourth Stabilizing Indigenous Languages Symposium, 5/96-3/97 (Sponsored by CEE & Dept. of Modern Languages' Navajo Language Program). (The Stabilizing Indigenous Languages Symposia were nominated for the President's Award for Cultural Diversity for 1997 - the 1997 conference I co-chaired had almost 300 registrants and the conference evaluation by CEE Educational Services Division indicated that participants judged the conference overall as 4.63 on a scale of one being poor and 5 excellent)

To Profession:

Confidential External Reviewer: Scholarship material for tenure and promotion to associate professor, Educational Psychology Department, University of Hawaii at Manoa, 10/97

Co-chair: Arizona Council on Second Language Instruction, 10/97-Now. Member from 10/96.

Reviewed proposals for National Small & Rural Schools Conference in Tucson 6/17/97

Reader: Entries for the Mike Charleston Award for outstanding paper on education by a Native American researcher, 2/97; Proposals for American Indian/Alaska Native SIG for 1997 American Educational Research Association annual conference; 1997 National Association for Bilingual Education Conference, Albuquerque, NM; U.S. Dept. of Health & Human Services, Administration for Native Americans - Language Preservation Proposals, 5/95; U. S. Dept. of Education, Office of Bilingual Education and Minority Language Affairs - Systemwide Improvement Grants, 5/97; Program Improvement (Team Chair) 6/95; Special Alternative Bilingual Education Proposals (Team Chair), 3/93; Family Literacy Proposals, 12/91; Special Alternative Bilingual Education Proposals, 12/88.

Coordinator, Native American Education Institute, 25th Annual International Bilingual/Multicultural Education Conference, 3/15/96, Orlando, FL

Member, Navajo North Central Outcomes-Based Accreditation Team, Monument Valley H.S., Kayenta, AZ, 3/1/94

Co-chair, Ninth Annual Native American Language Issues Institute, 8/88-6/89.

Member, State-wide Committees: Communications Action Group for Project Excellence: Designing Education for the Next Century (Designed and recommended new accreditation standards for public schools in Montana) 11/87-1/88; Planning Committee, Montana Association for Bilingual Education, 1986-89 (This committee plans the annual Montana Bilingual Training Institute).

Helped prepare Montana Office of Public Instruction accreditation reports for Spanish and German teaching minors and Native American Studies for Teachers Program, Spring, 1995.

Previous Service at Montana State University-Billings:

Prof. Development School Team, St. Charles School, Pryor, MT, 9/92-6/93 & 9/94-5/95. MSU-B College of Education Committees: Teacher Education & Teacher Education Subcommittee, 9/94-8/95; Unit Rank and Tenure, Dept. of C. & I., 8/91-6/93; Advisory and Student Selection for the Indian Bilingual Teacher Training Program, 1/86-12/92; Planning Committee for Divisional Reorganization, 6/88-7/88; Alternative Teacher Certification, 10/90-4/91; Study Group 3 to design a knowledge and skills base for teacher education, 6/87-1/88.

Vice-Chair, MSU-B Academic Senate (5/90-5/92), School of Education Elected Representative (also Academic Senate Committee on Committees), 11/89-92. At large member 5/92-8/95.

Chair Search Committees: Language Arts, 2/95-6/95 & 9/90-6/91; Native American Studies, 5/88-7/88; Curriculum Specialist Position, Indian Bilingual Teacher Training Program, 10/91-12/91

Member Search Committees: Spanish, 1/92-5/92; Language Arts, 3/90-6/90; Coordinator of Indian Bilingual Teacher Training Program, 4/87 & 11/89; Upward Bound Director, 4/90-5/90; Native American Studies, 5/90-7/90.

Member, MSU-B University-wide Committees: Graduate Faculty, 12/86-8/95; Candidacy Admission Review (CAR) Subcommittee of the Graduate Committee, 10/90-6/93; Undergraduate Curriculum Committee, 9/92-4/93; Executive Committee, Eastern Montana College Faculty Association, 8/92-6/93; Sabbatical Committee, 1/92; Alternate, Research and Creative Endeavor (RACE) Committee, 10/91-8/92; Charles Beardly Native American Studies Scholarship Committee (Academic Years 1989-91); Polaroid Pre-Engineering and Shell Scholarship Committees (Academic Year 1989-90); Montana Spring Renaissance Festival Planning Committee, 1/90-5/90; Rank and Tenure Committee (1986-87) for Jeanne Eder.

Professional memberships

American Educational Research Association & AERA American Indian/Alaska Native SIG, National Association for Bilingual Education, National Indian Education Association, Council for Indian Education, Phi Delta Kappa, History of Education Society, International Native Languages Institute, Phi Alpha Theta (inactive).

Current professional certification

K-12 teaching, principal, and superintendent certificates for Arizona.

IV. PROFESSIONAL DEVELOPMENT ACTIVITIES

CEE Computer Training on use of scanners 12/16/97

Learned to use PageMaker Desktop Publishing Software 1997 to produce Stabilizing Indigenous Languages and Partnerships Publications

Interactive Instructional Television Training, November 1 & 15, 1996, Northern Arizona University Office of Instructional Development.

CEE writing seminar member, 1996-97.

Attended 16th Native American Language Institute 1996 Conference: Listening to Our Grand Parents' Voices to gather information on the teaching of indigenous languages and numerous other professional conferences (see professional paper and workshop presentations.

V. ACADEMIC RESPONSABILITIES

Advisement

Advise BME undergraduate and masters program students.

Doctoral committees

I am currently serving on dissertation committees for a student in the NAU English Department and one attending Lesley College.

Courses taught

Northern Arizona University, Flagstaff—Whole Language Approach to Teaching LEP Students; *Foundations of Bilingual and ESL Instruction; *BME Graduate Seminar, Teaching Native American Students, Parent and Community Involvement in Bilingual and EsSL Programs; **Montana State University-Billings**—*Reading and Writing Across the Curriculum, *Integrating Math, Science, and Language in a Bilingual/Multicultural Setting, *History of Indian Education, *Foundations of Indian Bilingual/Multicultural Education, Curriculum Theory and Design, Social Issues of the Native American, Methods and Materials: Social Studies in the Elementary School, Foundations of Reading, *Recent Research in Indian Education, Recent Trends in Indian Education, Preventing American Indian Dropouts, *Native American Learning Styles, Introduction to Native American Studies, Issues in Indian Education, Teaching the Bilingual/Multicultural Student, Bilingual Education Seminar, Teaching Reading to the Indian Student, Teaching Reading/Language Arts in a Multicultural/Bilingual Setting, Bilingual/Multicultural Curriculum and Materials Development, Principles of Curriculum Development, Grantwriting for Indian Education, Teaching ESL, Bilingual Education Seminar, Student teacher supervision (elementary and secondary); **Fort Peck Community College**, Poplar, MT—Methods for Teaching Indigenous Languages; **Diné College**, Tuba City, AZ Campus—Foundations of Education; Bilingual/Bicultural Education & Curriculum Development; **Yavapai Community College**, Prescott, AZ - Children's Literature; **Northland Pioneer College**, Holbrook, AZ—Introduction to Computers

* = Graduate Courses.

Listed in the 26th Edition of Marquis *Who's Who in the West*.

WORKSHOP EVALUATION

Name of Presenter: ____________________ Date: ____________________

Name of Session: ____

Please write in comments where appropriate, or use the other side.

1. The approach used in the session was the correct one.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

2. The session was worth the time I put into it.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

3. The facilities for the session were adequate.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

4. The overall planning of the session was done well.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

5. The presentation of the material was done well.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

6. The handouts were well coordinated with the presentation.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

7. The handouts helped in understanding the material.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

8. The information presented in the session will help me to do a better job.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

9. This type of session is needed.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

10. This session cleared up areas of confusion which are important to me.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

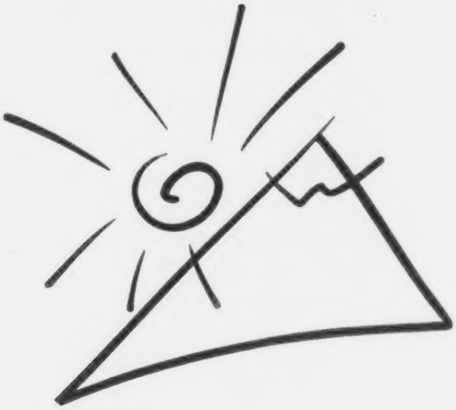
11. This conference should be repeated in other locations.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

Motivation: Increasing Student Motivation & Performance Quality in the Classroom

Spence Rogers

Peak Learning Systems
1126 Preserve Circle
Golden, CO 80401
(303) 526-0313



Brain-Based Instruction
Effective Assessment
Accurate Evaluation
Motivating Context
Standards-Based
Curriculum

Motivation

Increasing Student Motivation & Performance Quality in the Classroom

Presented By
Spence Rogers

Based on the Teacher Resource Book
Motivation & Learning:
A Teacher's Guide to Building Excitement for Learning
& Igniting the Drive for Quality

Peak Learning Systems
6784 S. Olympus Drive; Evergreen, Colorado 80439-5312
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Spence Rogers - Director

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Introducing Spence Rogers

Spence began his career in education over 25 years ago. Most of his efforts during this time were focused on teaching high school math, but he also served as a math department chairperson, a math curriculum coordinator, a staff-development resource teacher, a college math instructor, and more recently as a consultant to schools, districts, boards, and states.

In his role as a teacher, Spence received numerous awards that include recognition by two Arizona governors and certification on four occasions as a finalist for the Presidential Award for Excellence in Teaching Mathematics.

Spence now is the director of Peak Learning Systems and works with schools and districts in Japan, Canada, Puerto Rico, and across the United States. He is best known for his work in the area of building high performance classrooms through improving and aligning curriculum, instruction, and assessment practices at both the classroom and district levels. In addition, he provides effective staff-development in the area of enhancing student motivation. Spence is consistently recognized for his abilities to make what he teaches practical while helping others build on their strengths.

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In addition to conducting staff-development workshops, Spence presents keynote addresses and both general and breakout application sessions at over a dozen major educational conferences each year. He also is a featured consultant with the National School Conference Institutes' Satellite Staff-Development Telecasts in the area of Increasing Motivation, Learning, and Performance Quality.

On a more personal side, Spence is a grandfather and lives in the Rocky Mountains near Evergreen Colorado at over 8200 feet where he enjoys skiing and hiking with his family.

Essential Considerations for Enhanced Motivation & Learning To Achieve High Performance Classrooms

Underlying Beliefs

1. Motivation Is Intrinsic
2. People Are Motivated To Learn

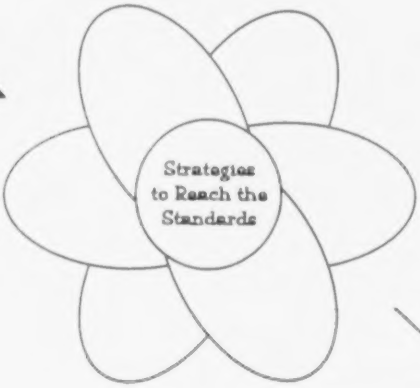
Principles

Manage Context, NOT Students

"Seek First to Understand

6 Standards for Learning

Valuable
Safe
Successful
Involving
Caring
Enabling


Strategies to Reach the Standards

High Performance Classrooms

Peak Learning Systems
6784 South Olympus Drive
Evergreen, CO 80439
Ph (303) 679-9780 Fax (303) 679-9781
E-Mail Peaklrn@aol.com

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Strategies to Reach the Standards *

Valuable

- *"When Will I Ever Use This Stuff?"*
- *Fun Strategies*
- *Relevant and Rigorous Projects*
- *Reduce Dependence on Extrinsic Motivators*
- *Essential Questions*

Safe

- *Take A Chance Cards*
- *Community Venn Diagrams*
- *Non-Judgmental Feedback*
- *Reduced Risk Of Exposure Of Significant Lacks Of Knowledge Or Skill*

Enabling

- *Cooperative Learning*
- *Connections to Prior Knowledge*
- *Provide Stretch & Movement Breaks*
- *Extended Practice Prior to Evaluation*
- *Brain-Based Approaches Such As Regarding Food, Color, Music, Laughter, Memory, & Light*
- *Distributed Practice*
- *Generate Laughter*
- *The "10 - 2" Rule*

Broad-Based

- *Personal Representations*
- *Multiple Resource Guides*
- *Survey Students Regarding The 6 Standards*
- *Recognition/Correction Cards*
- *Multiple Intelligences*

Successful

- *Display Student Work*
- *"Mastery Learning Correlates"*
- *Coaching Rubrics*
- *Student Tracking of Acquisition of Skills and Concepts*
- *Student Documented Growth Portfolios*

Caring

- *Use Sincere Listening*
- *Eliminate Sarcasm*
- *Eliminate In/Out Grouping*
- *Use Team & Class Building Activities Regularly*

Involving

- *Inspiration Walls*
- *Gold Cards*
- *Numerous Response Opportunities*
- *Student Developed Rubrics*
- *Meaningful Choices*
- *Carousel Graffiti*
- *Shared Commitments*
- *Shared Directions*

6 Standards
for Learning

Valuable
Safe
Successful
Involving
Caring
Enabling

* Selected strategies & quick tips from the book "**Motivation & Learning**" by Spence Rogers, Shari Graham, & Jim Ludington (Peak Learning Systems, 1997-1998)

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2.37 PERSONAL POSTER

PURPOSE

To establish the base for a high quality, collaborative classroom.

DESCRIPTION

This strategy results in the teacher and students creating and sharing Personal Posters to introduce themselves to the class. (The content of the poster can focus on family, important dates, accomplishments, likes and dislikes, goals, hobbies, etcetera.) This activity can be completed in class, taking 1 to 2 hours; or introduced on one day with home-time given for development, taking 2 to 3 days. An added benefit of this activity is that it can be used to facilitate getting acquainted in a new learning environment.

USES

Motivational Environment, Quality

PROCEDURE

1. Create and share your personal poster and at least two others done in different styles. Be certain all examples represent desired standards for high quality work.
2. Help the class generate common criteria for quality as seen in the three models.
3. Have the students create their own personal posters adhering to the quality criteria identified by the class.
4. Have the students share their posters with the entire class, and display them in the classroom for a determined length of time.

VARIATION

Following the same format above, students design:

- Hats or T-shirts;
- A product based on a goal;
- School motto, or relevant theme; or
- Name Strips and/or Vanity Plates. (After the strips are designed and shared, they can be posted around the room or used as name plates on desks until everyone knows each other.)

NOTE

Remind students that whatever they do/present in school needs to be appropriate for a school setting. Also, be certain that whatever the students share of a personal nature has the approval of their family or guardians.

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2.4 BUILDING COMMUNITY THROUGH VENN DIAGRAMS

QUICK TIP

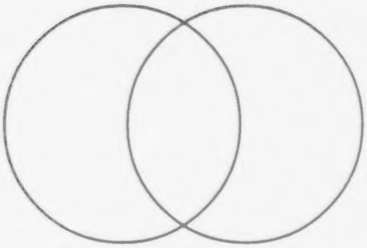
Ask each student to list everything they can think of about themselves in the following categories:

- hobbies and interests
- movies and books they've enjoyed (or types that they enjoy)
- pets
- vacations

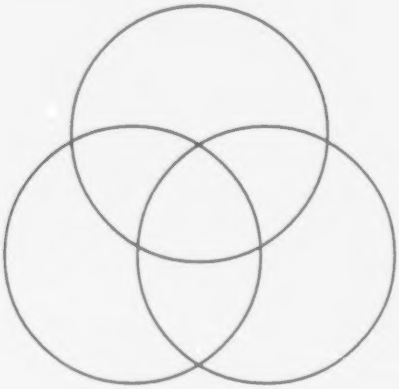
Ask the students to form pairs or triads – taking care that the students feel safe. Take extreme care to be certain that no one is left out.

Have the groups draw (or use one provided by you) a Venn diagram with a number of circles equal to the number of students in their groups.

Ask the students to record the characteristics they have identified into their Venn diagram in ways that show their similarities and differences. It will probably be necessary to model for the students how to put their similarities in the intersection of the circles and their differences in the outside portions. After they have finished sharing their list of characteristics, ask them to dig deeper and place several additional characteristics appropriately in the Venn diagram.



Venn Diagram for Pairs



Venn Diagram for Triads

Have each group present to the class one characteristic they have in common, and one characteristic for each person that makes him/her unique.

Special thanks to Dr. Raymond Wlodkowski and Dr. Margery Ginsberg for sharing this tip with us.

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QUICK TIP

2.60 TAKE-A-CHANCE CARDS

As teachers, we often wish that students would take-a-chance and try something new. Take-a-chance cards are to help students believe that it is indeed okay to try something creative.

> ### Take A Chance!
>
> I have a great idea and want to give it a try. I've checked it thoroughly. I sincerely believe it will accomplish what's expected by our assignment.
>
> Submitting this card with the completion of my idea protects me from any consequences if my idea doesn't work. I realize I will still be responsible for completing the assignment. For this card to be valid, I must keep my teacher informed of my progress throughout my effort.
>
> Peak Performers Take Reasonable Chances

Prepare Take-A-Chance cards like the one above. (Or, take a chance and design your own!) At the beginning of each grading period, give one card to each student. If at any time the student feels the desire to complete a task in some unusual way, and it doesn't work out well, the student is to show you what they did and give you his/her Take-A-Chance card. The card does not excuse the student from completing whatever was expected with the task, the card just excuses the student from any consequence for being late.

For a student to be entitled to use his/her card, you may want to ask that they inform you ahead of time that they are taking a chance. This would be a good opportunity to offer nurturing, non-stifling, guidance. This would also be the time that you could reach agreement as to when the task needs to be completed if the "idea" doesn't work out well.

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4.5 CAROUSEL GRAFFITI

PURPOSE

To facilitate the generation of ideas or processing of concepts.

DESCRIPTION

This lively activity gets students moving around while gathering and contributing to one another's contributions. In groups of 3-5, the students physically move and respond to a series of open-ended questions. Use this activity whenever there are several questions or complex concepts in which you want all students to contribute and to build complex understanding.

INSTRUCTIONAL USES

Anticipatory Set, Closure, Review, Instruction

TARGETED LEARNING

Information, Conceptual Understanding

PROCEDURE

1. Record each question you wish the students to address with a separate sheet of chart paper. The questions should be open-ended and thought provoking. Generate one question for every 3-5 students.

   Example Questions:

   "How would things be different if Columbus had discovered California?"

   "What might be the result of . . . ?"

   "What could happen if . . . ?"

   "What would be the benefits of . . . ?"

2. Tape the pieces of chart paper on the wall so that they are spread out around the room.
3. Divide the students into groups. The number of groups must equal the number of questions to be answered.
4. Assign each group of students to one of the questions as its "home" base and starting point.
5. Give the groups a reasonable amount of time to respond to their questions (usually 2-5 minutes). Have the groups record their responses on their chart paper using a broad, felt-tip pen.
6. At the end of the allotted time, ask the groups to rotate one position to a new question and begin responding to it. Have the groups add

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their new responses to those already there.

7. Continue the group rotation, gradually shortening the amount of time they have with each question.
8. When the groups have each returned to their original question, change their task. Ask them to summarize the responses recorded by the various groups, and then to report their summary to the class.

HINT:

Increase accountability and involvement by giving each group its own different colored pen.

Grade Level: *Elementary, Middle, High School*

Time: *15-30 minutes*

Special Materials: *Chart paper, markers*

Motivational Standards: *Involving/Enabling/Successful*

Pluses: *Block Schedules, Group Processing, Multiple Intelligences*

Many thanks to Dr. Raymond Wlodkowski and Dr. Margery Ginsberg of Boulder, Colorado for introducing us to this great strategy.

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VALUABLE RESOURCES

Peak Learning Systems' Publications

- *The High Performance Toolbox – Succeeding with Performance Tasks, Projects, and Assessments* by Spence Rogers, Shari Graham, and the Peak Learning Systems' Team.
- *Motivation & Learning – Building Excitement to Learn and Igniting the Drive for Quality* by Spence Rogers, Jim Ludington, & Shari Graham.

Additional Resources

- Belasco, James A. and Ralph C. Stayer. *Flight Of The Buffalo.* Warner Books, 1993.
- Csikszentmihalyi, Mihaly. *Flow – The Psychology of Optimal Experience.* Harper Perennial, 1990.
- Covey, Stephen R. *Principle Centered Leadership.* Summit Books, 1990, 1991.
- Covey, Stephen R. *The 7 Seven Habits of Highly Effective People.* Simon and Schuster, 1989.
- *Creative Training Techniques Newsletter.* Lakewood Publications, (800) 707-7749.
- Goleman, Daniel. *Emotional Intelligence.* Bantam, 1995.
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- Jensen, Eric. *Super Teaching.* Turning Point, 1995.
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- McPhee, Doug. *Limitless Learning.* Zephyr Press, 1996.
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- Nilson, Carolyn. *Team Games for Trainers.* McGraw Hill, 1993.
- Oakley, Ed and Doug Krug. *Enlightened Leadership.* Simon & Schuster, 1991.
- Ridley, Dale Scott and Bill Walther. *Creating Responsible Learners.* American Psychological Association, 1995.
- Senge, Peter M. *The Fifth Discipline.* Doubleday - Currency, 1990.
- Stiggins, Richard J. *Student-Centered Classroom Assessment.* Merrill, 1994.
- Treact, Michael and Fred Wiersema. *The Discipline of Market Leaders.* Addison Wesley, 1995.
- Wheatley, Margaret J. *Leadership and the New Science.* Berrett-Koehler, 1992,1994.
- Wlodkowski, Raymond J. *Enhancing Adult Motivation to Learn.* Jossey-Bass, 1985.
- Wlodkowski, Raymond J. and Margery B. Ginsberg. *Diversity and Motivation.* Jossey-Bass, 1985.
- Wong, Harry k. and Rosemary Tripi. *First Days of School.* Harry K. Wong Publications, 1991.

Introducing Spence Rogers

Spence began his career in education over 25 years ago. Most of his efforts during this time were focused on teaching high school math, but he also served as a math department chairperson, a math curriculum coordinator, a staff-development resource teacher, a college math instructor. and more recently as a consultant to schools, districts, boards, and states.

In his role as a teacher, Spence received numerous awards that include recognition by two Arizona governors and certification on four occasions as a finalist for the Presidential Award for Excellence in Teaching Mathematics.

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Spencer T. Rogers

Director and Senior Consultant with
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Biographical Information

Education

B.S. (Math) and M.N.S. (Math and Natural Science) - Arizona State University.

Professional Memberships

ASCD, Colorado ASCD, Partners for Quality Learning, National Council of Teachers of Mathematics, American Association of Educators in Private Practice, National Staff Development Council, American Society for Training and Development (ASTD).

Honors

- Presidential Award for Excellence in Teaching Mathematics - four time state level recipient.
- Certified by the Arizona Governor for Excellence in teaching mathematics for four years.

Classroom Experience

Eighteen years teaching mathematics ranging from Advanced Placement Calculus to remedial mathematics at Apollo High School, Glendale Community College, and Arizona State University.

Education Reform Leadership

Mathematics Curriculum Coordinator for the Glendale Union High School District (1985-1986). Mathematics Department Chairperson, Apollo High School, Glendale Union High School District (1976-1990). Educational Consultant for schools, districts, boards, states, and provinces across the United States and Canada in the areas of curriculum, instruction, assessment, and leadership. Co-Outcome-Based Coordinator, Glendale Union High School District (1986-1990). Co-founder, former Associate Director, and consultant with The High Success Network (1991-1994). Co-founder, Director, and consultant with Peak Learning Systems of Golden, Colorado (1994 to present).

Consultant History

Served as a consultant in the areas of curriculum, instruction, assessment, performance tasks, and leadership to schools, districts, boards, agencies, and and/or state departments of education in the following states/provinces:

Arizona, Alaska, California, Connecticut, District of Columbia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Michigan, Minnesota, Missouri, Nebraska, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Virginia, Washington, Wisconsin, Wyoming, Alberta, British Columbia, and Ontario.

Extensive Current Consulting Relationships in the area of performance task & assessment design and implementation:

Lockport City Schools, Lockport, New York.
District of Columbia Public Schools.

National and State/Provincial Level Conference Presentations (Keynote, General Sessions and/or Breakout Sessions) in the areas of performance tasks, assessments, mastery learning, rubrics and grading, student motivation, curriculum design to support performances, and leadership for change for related concepts and approaches.

- First Annual Outcome-Based Education Conference, National Schools Conference Institute, Phoenix, Arizona (1985)
- Second Annual Outcome-Based Education Conference, National Schools Conference Institute, Phoenix, Arizona (1986)
- Third Annual Outcome-Based Education Conference, National Schools Conference Institute, Phoenix, Arizona (1987)
- Fourth Annual Outcome-Based Education Conference, National Schools Conference Institute, Phoenix, Arizona (1988)
- Victoria Leadership Conference, Victoria ISD and Region III Service Center (1988)
- "Creating and Managing Effective Outcome-Based Schools," The Network for Outcome-Based Schools, Seattle, Washington (1988)
- Fifth Annual Outcome-Based Education Conference, National Schools Conference Institute, Phoenix, Arizona (1989)
- Sixth Annual Outcome-Based Education Conference, National Schools Conference Institute, Phoenix, Arizona (1990)
- The Executive Leadership Academy, Educational Service Unit 3, Cudahy, Wisconsin (1990)
- Northern California OBE Summer Conference, Napa, California (1990)
- Ventures in Better Schooling, University of Wisconsin-Whitewater (1990)
- Outcome-Based Education Conference, Arlington Heights, Illinois (1990)
- OBE Fiesta Style, Port Lavaca, Texas (1990)
- Milwaukee OBE Conference, Milwaukee, Wisconsin (1990)
- Restructuring to Achieve Success for All, Kent ISD, Grand Rapids, Michigan (1990)
- Peak Performance for Educators, National Center for Peak Performing Schools, Denver, Colorado (1990)
- Practitioners' Paradise II, Rochester, Minnesota (1991)

- OBE Fiesta Texas Style, San Marcos, Texas (1991)
- Wyoming ASCD State Conference, April (1991)
- Transformational Leadership, National Center for Peak Performing Schools, Denver (1991)
- Seventh Annual Outcome-Based Education Conference, National Schools Conference Institute, Phoenix, Arizona (1991)
- Eight Summer Regional OBE Implementation Conferences in Wyoming, Colorado, Oklahoma, Washington, British Columbia, Michigan, Texas, and Minnesota (1991)
- National Implementing OBE Conference, The High Success Network, Denver, Colorado (1991)
- Reflections on Change, The Second Annual Conference of The Staff Development Council of British Columbia. Vancouver, British Columbia (1991)
- OBE on the Bay, Baytown, Texas (1991)
- South Dakota ASCD Outcome-Based Education Conference, Sioux Falls, South Dakota (1991)
- Practitioners' Paradise III, Rochester, Minnesota (1992)
- Eighth Annual Outcome-Based Education Conference, National Schools Conference Institute, Phoenix, Arizona (1992)
- Peak Performance National Conference, Tucson, Arizona (1992)
- Peak Performance/High Success National OBE Conference, San Antonio, Texas (1992)
- Outcome-Based Education Two Day Mini Conferences for Practitioners, National Center for Peak Performing Schools, Everett, Washington, and Arlington Heights, Illinois, (1992)
- Seven Regional, Summer Implementing Outcome-Based Education Conferences, High Success Network, Oklahoma, Wisconsin, Michigan, North Carolina, Texas, British Columbia, and Kentucky (1992)
- Missouri State Teachers' Association Conference (1992)
- OBE - A Pathway to Successful Learning, Minnesota High Success Consortium, Brainerd, Minnesota (1992)
- Practitioners' Paradise IV, Rochester, Minnesota (1993)
- Ninth Annual Outcome-Based Education Conference, National Schools Conference Institute, Phoenix, Arizona (1993)
- Superintendents' Leadership Conference, Eastconn Regional Educational Service Center, North Windham, Connecticut (1993)
- The Institute for the Advancement of Leadership's "Transformations … Curriculum & Assessment - A Statewide Institute, Eugene, Oregon (1993)
- Virginia Department of Education's Statewide Adolescent Restructuring Team Meeting (1993)
- Designing Patterns for Learning Conference, Temple, Texas (1993)
- "A Meeting of the Minds," South Central Wisconsin United Educators (1993)
- NY ASCD Fall Conference (1993)
- Outcome-Based Education - A Canadian Context, Alberta Ministry of Education and Fort McMurray Catholic Schools, Edmonton, Alberta (1993)
- Nebraska Department of Education Inservice, Lincoln, Nebraska (1993)

- Leadership Symposium on Restructuring Our Future, High Success Network, Vail, Colorado (1993)
- Virginia Department of Education Summer Institute for Restructuring Pre and Early Adolescent Education, Charlottesville, Virginia (1993)
- Learning Outcomes Summer Institute, Sponsored by York Region, Waterloo County, and Wellington County, Richmond Hill, Ontario (1993)
- Practitioners' Paradise V, Rochester, Minnesota (1994)
- Four Implementation Conferences for The Ontario OACD in Mississauga, Kingston, Toronto, and London, Ontario (1994)
- The 2nd Regional East Bay Day, East Bay Educational Collaborative, Providence, Rhode Island (1994)
- Reaching New Heights in Learning, High Success Network, Vail, Colorado (1994)
- Fall Conference, South Coast Alternative Learning Opportunities Grant coordinated through Coos ESD, North Bend, Oregon (1994)
- 1994 Texas State Conference on High School Education, - Creating Learning Communities, Texas Association of Secondary School Principals and Texas Education Association, Austin, Texas (1994)
- The Institute for the Advancement of Leadership's Leadership for High Performing Schools, Confederation of Oregon School Administrators, Grants Pass, Corvallis, Eugene, and Salem, Oregon, (1994-1995)
- The NSCI National Conference - Restructuring Curriculum - Assessment, National School Conference Institute, Phoenix, Arizona (1995)
- National Performance-Based Education Conference, School Conference Institute, Phoenix, Arizona (1995)
- Restructuring Secondary Schools National Conference, National School Conference Institute, Phoenix, Arizona (1995)
- The Minnesota Department of Education's Spring Leadership Conference, Brainerd, Minnesota (1995)
- Building High Performance Classrooms, The Ontario Council for Leadership in Educational Administration, Toronto, Ontario (1995)
- Region II & III of the Association of California School Administrators' Spring Conference, Lake Tahoe, Nevada (1995)
- National Integrated/Thematic Curriculum and Performance Assessment, National School Conference Institute, St. Louis, Missouri (1995)
- Restructuring Secondary Schools, National School Conference Institute, Phoenix, Arizona (1996)
- Restructuring Curriculum - Assessment - Teaching for the 21st Century, National School Conference Institute, Phoenix, Arizona (1996)
- 1996 ASCD National Conference Action Lab (6 hour), ASCD, New Orleans, Louisiana (1996)
- Reaching the Highest Standards in Mathematics in New York – How to Use Classroom Assessments and Performances to maximize Achievement Results with the Regents' & the New York Standards, Orleans/Niagara BOCES, New York (1996)
- National Integrated/Thematic Curriculum and Performance Assessment, NSCI, St. Louis, Missouri (1996)

- Restructuring Secondary Schools, National School Conference Institute, Phoenix, Arizona (1997)
- Restructuring Curriculum - Assessment - Teaching for the 21st Century, National School Conference Institute, Scottsdale, Arizona (1997)
- 1997 ASCD National Conference, Action Lab and Special Session, ASCD, Baltimore, MD (1997)
- Effective Schools Conference – "The Total Quality School," National School Conference Institute, Scottsdale, Arizona (1997)
- Reaching the New York Standards in Mathematics – Designing and Implementing Performance Tasks and Assessments in Mathematics, Orleans/Niagara BOCES, New York (1997)
- The Second International Conference on Academic/Vocational Integrated Curriculum, Tech Prep, School-to-Work, Authentic Assessment, New Orleans, Louisiana (1997)
- The 10th Annual National Conference for At Risk Students, Scottsdale, Arizona (1997)
- ITANational Multiage Continuous Progress Conference, Kalamazoo, Michigan, August, 1997.

In addition to the above conferences, Spence has conducted numerous inservice workshops for schools, districts, departments of education, and educational service agencies in the areas of student performances, assessments, curriculum, instruction, and associated leadership issues.

National Conference Presentations Scheduled for the remainder of the 1997/1998 School Year

Presentations in the area of improving student performance through improved curriculum, instruction, and assessment.

- Restructuring Secondary Schools – Integrated/Thematic Curriculum & Performance Assessment, NSCI, Phoenix, Arizona, January, 1998.
- Restructuring Elementary Schools – Curriculum, Instruction, & Assessment, NSCI, Phoenix, Arizona, January, 1998.
- Restructuring Curriculum, Assessment, and Teaching, NSCI, Phoenix, Arizona, February, 1998.
- School to Career, PCSC, Louisville, Kentucky, February, 1998.
- Effective Schools – "The Total Quality School," NSCI, Phoenix, Arizona, 1998.
- The 11th Annual National Conference for At Risk Students, NSCI, Phoenix, Arizona, March, 1998.
- ASCD Annual National Conference, San Antonio, Texas, March, 1998.
- Teaching and Learning, PCSC, Dallas, Texas, March, 1998.
- Standards and Assessments, NSCI, Anaheim, California, April, 1998.
- ITANational Multiage Continuous Progress Conference, Kalamazoo, Michigan, August, 1998.
- Teaching and Learning – The Assessment/Instruction Connection for Secondary Schools, NSCI, Orlando, Florida, October, 1998.

ETC w/NSCI Comprehensive Professional Development Satellite Interactive Telecasts

Presenter of 8 satellite broadcasts on the topic of Increasing Student Motivation and Learning for the 1997-1998 school year.

Articles

Co-authored articles published in the journals for The Network for Outcome-Based Schools and The National School Boards' Association. Co-authored "Performance Design and Implementation – Having It Your Way" submitted for publication with Phi Delta Kappa

Fastbacks

Co-authored Phi Delta Kappa fastback #388.

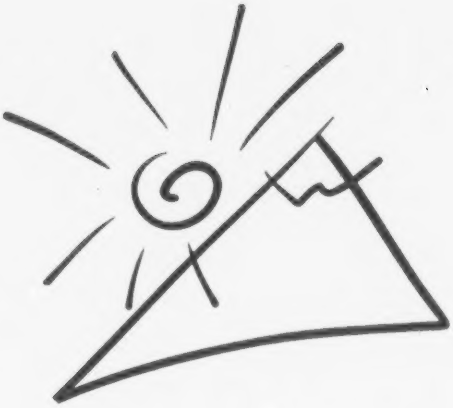
Books

Co-authored *The Performance Learning & Assessment Toolbox* (1995), *Quick Tips and Strategies to Increase Student Motivation and Learning (Volumes 1&2)* (1996), *The High Performance Toolbox: Succeeding with Performance Tasks, Projects, and Assessments* (1997), and *Motivation & Learning: A Teacher's Guide to Building Excitement for Learning and Igniting the Drive for Quality* (1997).

References

- Mrs. Christine Neal, Superintendent of Lockport City School District, 130 Beattie Ave., Lockport, NY 14094-5099. Phone (716) 439-6436
- Dr. Ada Grabowski, Assistant Superintendent, Albion Central School District, 324 East Avenue, Albion, NY 14411. Phone (716) 589-6656
- Mrs. Judy Aaronson, Deputy Superintendent and Executive Administrative Assistant, District of Columbia Public Schools, 415 12th St. N.W., Suite 805, Washington, DC 20004, Phone (202) 724-4100
- Dr. Karin Cordell, Assistant Superintendent Ed. Services, Merced City School District, 444 W. 23rd St., Merced CA 95340, (209) 385-6638
- Dr. Jerry George, President and Kathy Gardner, Director of Conferences, National School Conference Institute, P.O. Box 37527, Phoenix, AZ 85069-7527, Phone (602) 990-9531
- Dr. George Sisemore, Director, Professional Center for School Conferences, 4070 E. Roundhill Dr., Phoenix, AZ 85028, (602) 404-4349
- Dr. Doug David, Director of Instructional Services, Orleans/Niagara BOCES, 195 Beattie Ave., Lockport, NY 14214, Phone (716)-439-4308
- Mrs. Phyllis Geddert, Instructional Coach, Father Patrick Mercedi Community High School, 455 Silin Forest Road, Fort McMurray, Alberta, Canada T9H4V6, Phone (403) 799-5725
- Ms. Eileen Koliba, Assistant Superintendent of Tomball Independent School District, 709 W. Main St., Tomball, TX 77375. Phone (713) 357-3108
- Ms. Bonnie Dana, Assistant Superintendent of the Unified School District of Antigo, 120 South Dorr Street, Antigo, Wisconsin 54409, Phone (715) 627-4355

- Ms. Debra DeWeerd, Conference Facilitator at the Kalamazoo Valley Intermediate School District, 1819 E. Milham Road, Kalamazoo, MI 49002. Phone (616) 385-1581
- Dr. Chuck Schwahn, Executive Council for ASCD Member and Independent Consultant, 11737 Empire Road, Custer, SD 57730. Phone (605) 673-3723
- Mr. Stan Caldwell, School Improvement Coordinator, Department of Defense Educational Activities, Department of Defense Dependents Schools, District Superintendent's Office – Okinawa, Japan, Unit 5166, APO AP 96368-5166. Phone 81-6117-34-0917
- Dr. Richard Tom, Superintendent, Department of Defense Dependents Schools, District Superintendent's Office Guam, PSC 455, Box 163, FPO AP 96540, (671) 339-4509
- Ms. Ellie Micklos, Department of Defense Dependents Schools, District Superintendent's Office Korea, Unit #15549, APO AP 96205-0005, 82-2-7918-4025
- Dr. Bert Schulte, Assistant Superintendent of Columbia Public Schools, 1818 W. Worley, Columbia, MO 65203. Phone (573) 886-2134
- Ms. Micki McGuire, Director of Staff Development, Columbia Public Schools, 555 Vandiver, Suite A, Columbia, MO 65202, (573) 886-2202
- Ms. Cindy Heider, Director of Staff Development, Missouri NEA, 1810 East Elm St., Jefferson City, MO 65101-4174, (573) 634-3202
- Dr. Michael Radz, Assistant Superintendent, Community High School District #218, 10701 S. Kilpatrick Ave., Oak Lawn, IL 60453, (708) 424-2000.
- Ms. Carol Robinson, Assistant Principal, Glasgow Middle School, 4101 Fairfax Parkway, Alexandria, VA 22312, (703) 631-0644
- Mr. Michael Tillmann, Director of the State of Minnesota' Graduation Rule, Minnesota Department of Children, Families, and Learning, 723 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101-2273



Brain-Based Instruction
Effective Assessment
Accurate Evaluation
Motivating Context
Standards-Based
Curriculum

Motivation

Increasing Student Motivation & Performance Quality in the Classroom

Presented By
Spence Rogers

Based on the Teacher Resource Book
Motivation & Learning:
A Teacher's Guide to Building Excitement for Learning
& Igniting the Drive for Quality

Peak Learning Systems
6784 S. Olympus Drive; Evergreen, Colorado 80439-5312
Fax 303.679.9781 Ph 303.679.9780
e-mail peaklrn@aol.com
Spence Rogers - Director

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Introducing Spence Rogers

Spence began his career in education over 25 years ago. Most of his efforts during this time were focused on teaching high school math, but he also served as a math department chairperson, a math curriculum coordinator, a staff-development resource teacher, a college math instructor, and more recently as a consultant to schools, districts, boards, and states.

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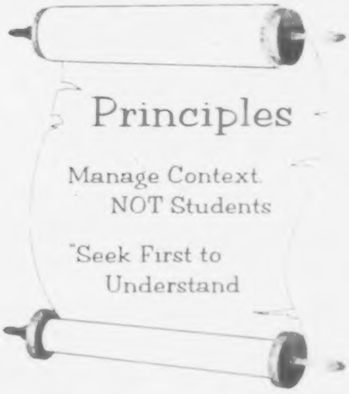
On a more personal side, Spence is a grandfather and lives in the Rocky Mountains near Evergreen Colorado at over 8200 feet where he enjoys skiing and hiking with his family.

Essential Considerations for Enhanced Motivation & Learning To Achieve High Performance Classrooms

Underlying Beliefs

1. Motivation Is Intrinsic
2. People Are Motivated To Learn



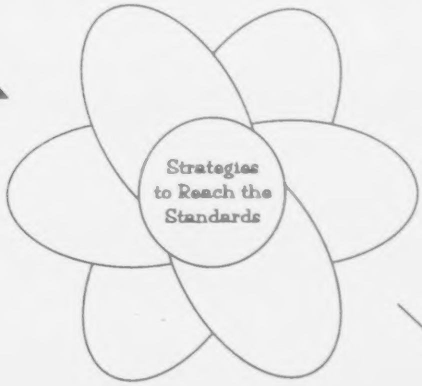
Principles

Manage Context. NOT Students

"Seek First to Understand

6 Standards for Learning

Valuable
Safe
Successful
Involving
Caring
Enabling



Strategies to Reach the Standards

High Performance Classrooms

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Strategies to Reach the Standards *

Valuable

- *"When Will I Ever Use This Stuff?"*
- *Fun Strategies*
- *Relevant and Rigorous Projects*
- *Reduce Dependence on Extrinsic Motivators*
- *Essential Questions*

Safe

- *Take A Chance Cards*
- *Community Venn Diagrams*
- *Non-Judgmental Feedback*
- *Reduced Risk Of Exposure Of Significant Lacks Of Knowledge Or Skill*

Enabling

- *Cooperative Learning*
- *Connections to Prior Knowledge*
- *Provide Stretch & Movement Breaks*
- *Extended Practice Prior to Evaluation*
- *Brain-Based Approaches Such As Regarding Food, Color, Music, Laughter, Memory, & Light*
- *Distributed Practice*
- *Generate Laughter*
- *The "10 - 2" Rule*

Broad-Based

- *Personal Representations*
- *Multiple Resource Guides*
- *Survey Students Regarding The 6 Standards*
- *Recognition/Correction Cards*
- *Multiple Intelligences*

Successful

- *Display Student Work*
- *"Mastery Learning Correlates"*
- *Coaching Rubrics*
- *Student Tracking of Acquisition of Skills and Concepts*
- *Student Documented Growth Portfolios*

Caring

- *Use Sincere Listening*
- *Eliminate Sarcasm*
- *Eliminate In/Out Grouping*
- *Use Team & Class Building Activities Regularly*

Involving

- *Inspiration Walls*
- *Gold Cards*
- *Numerous Response Opportunities*
- *Student Developed Rubrics*
- *Meaningful Choices*
- *Carousel Graffiti*
- *Shared Commitments*
- *Shared Directions*

6 Standards
for Learning

Valuable
Safe
Successful
Involving
Caring
Enabling

* Selected strategies & quick tips from the book "**Motivation & Learning**" by Spence Rogers, Shari Graham, & Jim Ludington (Peak Learning Systems, 1997-1998)

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2.37 PERSONAL POSTER

PURPOSE

To establish the base for a high quality, collaborative classroom.

DESCRIPTION

This strategy results in the teacher and students creating and sharing Personal Posters to introduce themselves to the class. (The content of the poster can focus on family, important dates, accomplishments, likes and dislikes, goals, hobbies, etcetera.) This activity can be completed in class, taking 1 to 2 hours; or introduced on one day with home-time given for development, taking 2 to 3 days. An added benefit of this activity is that it can be used to facilitate getting acquainted in a new learning environment.

USES

Motivational Environment, Quality

PROCEDURE

1. Create and share your personal poster and at least two others done in different styles. Be certain all examples represent desired standards for high quality work.
2. Help the class generate common criteria for quality as seen in the three models.
3. Have the students create their own personal posters adhering to the quality criteria identified by the class.
4. Have the students share their posters with the entire class, and display them in the classroom for a determined length of time.

VARIATION

Following the same format above, students design:

- Hats or T-shirt's;
- A product based on a goal;
- School motto, or relevant theme; or
- Name Strips and/or Vanity Plates. (After the strips are designed and shared, they can be posted around the room or used as name plates on desks until everyone knows each other.)

NOTE

Remind students that whatever they do/present in school needs to be appropriate for a school setting. Also, be certain that whatever the students share of a personal nature has the approval of their family or guardians.

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2.4 BUILDING COMMUNITY THROUGH VENN DIAGRAMS

QUICK TIP

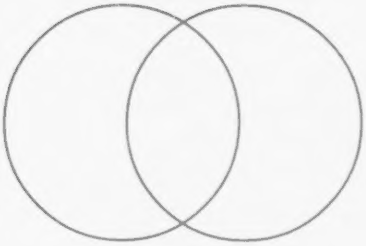
Ask each student to list everything they can think of about themselves in the following categories:

- hobbies and interests
- movies and books they've enjoyed (or types that they enjoy)
- pets
- vacations

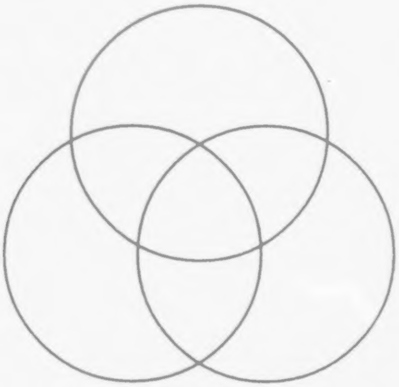
Ask the students to form pairs or triads – taking care that the students feel safe. Take extreme care to be certain that no one is left out.

Have the groups draw (or use one provided by you) a Venn diagram with a number of circles equal to the number of students in their groups.

Ask the students to record the characteristics they have identified into their Venn diagram in ways that show their similarities and differences. It will probably be necessary to model for the students how to put their similarities in the intersection of the circles and their differences in the outside portions. After they have finished sharing their list of characteristics, ask them to dig deeper and place several additional characteristics appropriately in the Venn diagram.



Venn Diagram for Pairs



Venn Diagram for Triads

Have each group present to the class one characteristic they have in common, and one characteristic for each person that makes him/her unique.

Special thanks to Dr. Raymond Wlodkowski and Dr. Margery Ginsberg for sharing this tip with us.

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2.60 TAKE-A-CHANCE CARDS

QUICK TIP

As teachers, we often wish that students would take-a-chance and try something new. Take-a-chance cards are to help students believe that it is indeed okay to try something creative.

> Take A Chance!
>
> I have a great idea and want to give it a try. I've checked it thoroughly. I sincerely believe it will accomplish what's expected by our assignment.
>
> Submitting this card with the completion of my idea protects me from any consequences if my idea doesn't work. I realize I will still be responsible for completing the assignment. For this card to be valid, I must keep my teacher informed of my progress throughout my effort.
>
> Peak Performers Take Reasonable Chances

Prepare Take-A-Chance cards like the one above. (Or, take a chance and design your own!) At the beginning of each grading period, give one card to each student. If at any time the student feels the desire to complete a task in some unusual way, and it doesn't work out well, the student is to show you what they did and give you his/her Take-A-Chance card. The card does not excuse the student from completing whatever was expected with the task, the card just excuses the student from any consequence for being late.

For a student to be entitled to use his/her card, you may want to ask that they inform you ahead of time that they are taking a chance. This would be a good opportunity to offer nurturing, non-stifling, guidance. This would also be the time that you could reach agreement as to when the task needs to be completed if the "idea" doesn't work out well.

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4.5 CAROUSEL GRAFFITI

PURPOSE

To facilitate the generation of ideas or processing of concepts.

DESCRIPTION

This lively activity gets students moving around while gathering and contributing to one another's contributions. In groups of 3-5, the students physically move and respond to a series of open-ended questions. Use this activity whenever there are several questions or complex concepts in which you want all students to contribute and to build complex understanding.

INSTRUCTIONAL USES

Anticipatory Set, Closure, Review, Instruction

TARGETED LEARNING

Information, Conceptual Understanding

PROCEDURE

1. Record each question you wish the students to address with a separate sheet of chart paper. The questions should be open-ended and thought provoking. Generate one question for every 3-5 students.

   Example Questions:

   "How would things be different if Columbus had discovered California?"

   "What might be the result of . . . ?"

   "What could happen if . . . ?"

   "What would be the benefits of . . . ?"

2. Tape the pieces of chart paper on the wall so that they are spread out around the room.
3. Divide the students into groups. The number of groups must equal the number of questions to be answered.
4. Assign each group of students to one of the questions as its "home" base and starting point.
5. Give the groups a reasonable amount of time to respond to their questions (usually 2-5 minutes). Have the groups record their responses on their chart paper using a broad, felt-tip pen.
6. At the end of the allotted time, ask the groups to rotate one position to a new question and begin responding to it. Have the groups add

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their new responses to those already there.

7. Continue the group rotation, gradually shortening the amount of time they have with each question.
8. When the groups have each returned to their original question, change their task. Ask them to summarize the responses recorded by the various groups, and then to report their summary to the class.

HINT:

Increase accountability and involvement by giving each group its own different colored pen.

Grade Level: *Elementary, Middle, High School*

Time: *15-30 minutes*

Special Materials: *Chart paper, markers*

Motivational Standards: *Involving/Enabling/Successful*

Pluses: *Block Schedules, Group Processing, Multiple Intelligences*

Many thanks to Dr. Raymond Wlodkowski and Dr. Margery Ginsberg of Boulder, Colorado for introducing us to this great strategy.

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VALUABLE RESOURCES

Peak Learning Systems' Publications

- *The High Performance Toolbox – Succeeding with Performance Tasks, Projects, and Assessments* by Spence Rogers, Shari Graham, and the Peak Learning Systems' Team.
- *Motivation & Learning – Building Excitement to Learn and Igniting the Drive for Quality* by Spence Rogers, Jim Ludington, & Shari Graham.

Additional Resources

- Belasco, James A. and Ralph C. Stayer. *Flight Of The Buffalo.* Warner Books, 1993.
- Csikszentmihalyi, Mihaly. *Flow – The Psychology of Optimal Experience.* Harper Perennial, 1990.
- Covey, Stephen R. *Principle Centered Leadership.* Summit Books, 1990, 1991.
- Covey, Stephen R. *The 7 Seven Habits of Highly Effective People.* Simon and Schuster, 1989.
- *Creative Training Techniques Newsletter.* Lakewood Publications, (800) 707-7749.
- Goleman, Daniel. *Emotional Intelligence.* Bantam, 1995.
- Jacobs, Heidi Hayes. *Mapping the Big Picture – Integrating Curriculum and Assessment K-12.* ASCD, 1997.
- Jensen, Eric. *Super Teaching.* Turning Point, 1995.
- Jensen, Eric. *Brain-Based Learning.* Turning Point, 1996.
- Kagan, Spencer. *Cooperative Learning.* Kagan Cooperative Learning, 1992, 1994.
- McCombs, Barbara L. and James E. Pope. *Motivating Hard to Reach Students.* American Psychological Association, 1994.
- McPhee, Doug. *Limitless Learning.* Zephyr Press, 1996.
- Newstrom-Scannell. *Games Trainers Play.* McGraw Hill, 1980.
- Nilson, Carolyn. *Team Games for Trainers.* McGraw Hill, 1993.
- Oakley, Ed and Doug Krug. *Enlightened Leadership.* Simon & Schuster, 1991.
- Ridley, Dale Scott and Bill Walther. *Creating Responsible Learners.* American Psychological Association, 1995.
- Senge, Peter M. *The Fifth Discipline.* Doubleday - Currency, 1990.
- Stiggins, Richard J. *Student-Centered Classroom Assessment.* Merrill, 1994.
- Treact, Michael and Fred Wiersema. *The Discipline of Market Leaders.* Addison Wesley, 1995.
- Wheatley, Margaret J. *Leadership and the New Science.* Berrett-Koehler, 1992,1994.
- Wlodkowski, Raymond J. *Enhancing Adult Motivation to Learn.* Jossey-Bass, 1985.
- Wlodkowski, Raymond J. and Margery B. Ginsberg. *Diversity and Motivation.* Jossey-Bass, 1985.
- Wong, Harry k. and Rosemary Tripi. *First Days of School.* Harry K. Wong Publications, 1991.

Introducing Spence Rogers

Spence began his career in education over 25 years ago. Most of his efforts during this time were focused on teaching high school math, but he also served as a math department chairperson, a math curriculum coordinator, a staff-development resource teacher, a college math instructor, and more recently as a consultant to schools, districts, boards, and states.

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Spencer T. Rogers

Director and Senior Consultant with
Peak Learning Systems
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(303) 654-2236 Voice Mail; PeakLrn@aol.com e-mail

Biographical Information

Education

B.S. (Math) and M.N.S. (Math and Natural Science) - Arizona State University.

Professional Memberships

ASCD, Colorado ASCD, Partners for Quality Learning, National Council of Teachers of Mathematics, American Association of Educators in Private Practice, National Staff Development Council, American Society for Training and Development (ASTD).

Honors

- Presidential Award for Excellence in Teaching Mathematics - four time state level recipient.
- Certified by the Arizona Governor for Excellence in teaching mathematics for four years.

Classroom Experience

Eighteen years teaching mathematics ranging from Advanced Placement Calculus to remedial mathematics at Apollo High School, Glendale Community College, and Arizona State University.

Education Reform Leadership

Mathematics Curriculum Coordinator for the Glendale Union High School District (1985-1986). Mathematics Department Chairperson, Apollo High School, Glendale Union High School District (1976-1990). Educational Consultant for schools, districts, boards, states, and provinces across the United States and Canada in the areas of curriculum, instruction, assessment, and leadership. Co-Outcome-Based Coordinator, Glendale Union High School District (1986-1990). Co-founder, former Associate Director, and consultant with The High Success Network (1991-1994). Co-founder, Director, and consultant with Peak Learning Systems of Golden, Colorado (1994 to present).

Consultant History

Served as a consultant in the areas of curriculum, instruction, assessment, performance tasks, and leadership to schools, districts, boards, agencies, and and/or state departments of education in the following states/provinces:

Arizona, Alaska, California, Connecticut, District of Columbia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Michigan, Minnesota, Missouri, Nebraska, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Virginia, Washington, Wisconsin, Wyoming, Alberta, British Columbia, and Ontario.

Extensive Current Consulting Relationships in the area of performance task & assessment design and implementation:

Lockport City Schools, Lockport, New York.
District of Columbia Public Schools.

National and State/Provincial Level Conference Presentations (Keynote, General Sessions and/or Breakout Sessions) in the areas of performance tasks, assessments, mastery learning, rubrics and grading, student motivation, curriculum design to support performances, and leadership for change for related concepts and approaches.

- First Annual Outcome-Based Education Conference, National Schools Conference Institute, Phoenix, Arizona (1985)
- Second Annual Outcome-Based Education Conference, National Schools Conference Institute, Phoenix, Arizona (1986)
- Third Annual Outcome-Based Education Conference, National Schools Conference Institute, Phoenix, Arizona (1987)
- Fourth Annual Outcome-Based Education Conference, National Schools Conference Institute, Phoenix, Arizona (1988)
- Victoria Leadership Conference, Victoria ISD and Region III Service Center (1988)
- "Creating and Managing Effective Outcome-Based Schools," The Network for Outcome-Based Schools, Seattle, Washington (1988)
- Fifth Annual Outcome-Based Education Conference, National Schools Conference Institute, Phoenix, Arizona (1989)
- Sixth Annual Outcome-Based Education Conference, National Schools Conference Institute, Phoenix, Arizona (1990)
- The Executive Leadership Academy, Educational Service Unit 3, Cudahy, Wisconsin (1990)
- Northern California OBE Summer Conference, Napa, California (1990)
- Ventures in Better Schooling, University of Wisconsin-Whitewater (1990)
- Outcome-Based Education Conference, Arlington Heights, Illinois (1990)
- OBE Fiesta Style, Port Lavaca, Texas (1990)
- Milwaukee OBE Conference, Milwaukee, Wisconsin (1990)
- Restructuring to Achieve Success for All, Kent ISD, Grand Rapids, Michigan (1990)
- Peak Performance for Educators, National Center for Peak Performing Schools, Denver, Colorado (1990)
- Practitioners' Paradise II, Rochester, Minnesota (1991)

- OBE Fiesta Texas Style, San Marcos, Texas (1991)
- Wyoming ASCD State Conference, April (1991)
- Transformational Leadership, National Center for Peak Performing Schools, Denver (1991)
- Seventh Annual Outcome-Based Education Conference, National Schools Conference Institute, Phoenix, Arizona (1991)
- Eight Summer Regional OBE Implementation Conferences in Wyoming, Colorado, Oklahoma, Washington, British Columbia, Michigan, Texas, and Minnesota (1991)
- National Implementing OBE Conference, The High Success Network, Denver, Colorado (1991)
- Reflections on Change, The Second Annual Conference of The Staff Development Council of British Columbia, Vancouver, British Columbia (1991)
- OBE on the Bay, Baytown, Texas (1991)
- South Dakota ASCD Outcome-Based Education Conference, Sioux Falls, South Dakota (1991)
- Practitioners' Paradise III, Rochester, Minnesota (1992)
- Eighth Annual Outcome-Based Education Conference, National Schools Conference Institute, Phoenix, Arizona (1992)
- Peak Performance National Conference, Tucson, Arizona (1992)
- Peak Performance/High Success National OBE Conference, San Antonio, Texas (1992)
- Outcome-Based Education Two Day Mini Conferences for Practitioners, National Center for Peak Performing Schools, Everett, Washington, and Arlington Heights, Illinois, (1992)
- Seven Regional, Summer Implementing Outcome-Based Education Conferences, High Success Network, Oklahoma, Wisconsin, Michigan, North Carolina, Texas, British Columbia, and Kentucky (1992)
- Missouri State Teachers' Association Conference (1992)
- OBE - A Pathway to Successful Learning, Minnesota High Success Consortium, Brainerd, Minnesota (1992)
- Practitioners' Paradise IV, Rochester, Minnesota (1993)
- Ninth Annual Outcome-Based Education Conference, National Schools Conference Institute, Phoenix, Arizona (1993)
- Superintendents' Leadership Conference, Eastconn Regional Educational Service Center, North Windham, Connecticut (1993)
- The Institute for the Advancement of Leadership's "Transformations ... Curriculum & Assessment - A Statewide Institute, Eugene, Oregon (1993)
- Virginia Department of Education's Statewide Adolescent Restructuring Team Meeting (1993)
- Designing Patterns for Learning Conference, Temple, Texas (1993)
- "A Meeting of the Minds," South Central Wisconsin United Educators (1993)
- NY ASCD Fall Conference (1993)
- Outcome-Based Education - A Canadian Context, Alberta Ministry of Education and Fort McMurray Catholic Schools, Edmonton, Alberta (1993)
- Nebraska Department of Education Inservice, Lincoln, Nebraska (1993)

- Leadership Symposium on Restructuring Our Future, High Success Network, Vail, Colorado (1993)
- Virginia Department of Education Summer Institute for Restructuring Pre and Early Adolescent Education, Charlottesville, Virginia (1993)
- Learning Outcomes Summer Institute, Sponsored by York Region, Waterloo County, and Wellington County, Richmond Hill, Ontario (1993)
- Practitioners' Paradise V, Rochester, Minnesota (1994)
- Four Implementation Conferences for The Ontario OACD in Mississauga, Kingston, Toronto, and London, Ontario (1994)
- The 2nd Regional East Bay Day, East Bay Educational Collaborative, Providence, Rhode Island (1994)
- Reaching New Heights in Learning, High Success Network, Vail, Colorado (1994)
- Fall Conference, South Coast Alternative Learning Opportunities Grant coordinated through Coos ESD, North Bend, Oregon (1994)
- 1994 Texas State Conference on High School Education, - Creating Learning Communities, Texas Association of Secondary School Principals and Texas Education Association, Austin, Texas (1994)
- The Institute for the Advancement of Leadership's Leadership for High Performing Schools, Confederation of Oregon School Administrators, Grants Pass, Corvallis, Eugene, and Salem, Oregon, (1994-1995)
- The NSCI National Conference - Restructuring Curriculum - Assessment, National School Conference Institute, Phoenix, Arizona (1995)
- National Performance-Based Education Conference, School Conference Institute, Phoenix, Arizona (1995)
- Restructuring Secondary Schools National Conference, National School Conference Institute, Phoenix, Arizona (1995)
- The Minnesota Department of Education's Spring Leadership Conference, Brainerd, Minnesota (1995)
- Building High Performance Classrooms, The Ontario Council for Leadership in Educational Administration, Toronto, Ontario (1995)
- Region II & III of the Association of California School Administrators' Spring Conference, Lake Tahoe, Nevada (1995)
- National Integrated/Thematic Curriculum and Performance Assessment, National School Conference Institute, St. Louis, Missouri (1995)
- Restructuring Secondary Schools, National School Conference Institute, Phoenix, Arizona (1996)
- Restructuring Curriculum - Assessment - Teaching for the 21st Century, National School Conference Institute, Phoenix, Arizona (1996)
- 1996 ASCD National Conference Action Lab (6 hour), ASCD, New Orleans, Louisiana (1996)
- Reaching the Highest Standards in Mathematics in New York – How to Use Classroom Assessments and Performances to maximize Achievement Results with the Regents' & the New York Standards, Orleans/Niagara BOCES, New York (1996)
- National Integrated/Thematic Curriculum and Performance Assessment, NSCI, St. Louis, Missouri (1996)

- Restructuring Secondary Schools, National School Conference Institute, Phoenix, Arizona (1997)
- Restructuring Curriculum - Assessment - Teaching for the 21st Century, National School Conference Institute, Scottsdale, Arizona (1997)
- 1997 ASCD National Conference, Action Lab and Special Session, ASCD, Baltimore, MD (1997)
- Effective Schools Conference – "The Total Quality School," National School Conference Institute, Scottsdale, Arizona (1997)
- Reaching the New York Standards in Mathematics – Designing and Implementing Performance Tasks and Assessments in Mathematics, Orleans/Niagara BOCES, New York (1997)
- The Second International Conference on Academic/Vocational Integrated Curriculum, Tech Prep, School-to-Work, Authentic Assessment, New Orleans, Louisiana (1997)
- The 10th Annual National Conference for At Risk Students, Scottsdale, Arizona (1997)
- ITANational Multiage Continuous Progress Conference, Kalamazoo, Michigan, August, 1997.

In addition to the above conferences, Spence has conducted numerous inservice workshops for schools, districts, departments of education, and educational service agencies in the areas of student performances, assessments, curriculum, instruction, and associated leadership issues.

National Conference Presentations Scheduled for the remainder of the 1997/1998 School Year

Presentations in the area of improving student performance through improved curriculum, instruction, and assessment.

- Restructuring Secondary Schools – Integrated/Thematic Curriculum & Performance Assessment, NSCI, Phoenix, Arizona, January, 1998.
- Restructuring Elementary Schools – Curriculum, Instruction, & Assessment, NSCI, Phoenix, Arizona, January, 1998.
- Restructuring Curriculum, Assessment, and Teaching, NSCI, Phoenix, Arizona, February, 1998.
- School to Career, PCSC, Louisville, Kentucky, February, 1998.
- Effective Schools – "The Total Quality School," NSCI, Phoenix, Arizona, 1998.
- The 11th Annual National Conference for At Risk Students, NSCI, Phoenix, Arizona, March, 1998.
- ASCD Annual National Conference, San Antonio, Texas, March, 1998.
- Teaching and Learning, PCSC, Dallas, Texas, March, 1998.
- Standards and Assessments, NSCI, Anaheim, California, April, 1998.
- ITANational Multiage Continuous Progress Conference, Kalamazoo, Michigan, August, 1998.
- Teaching and Learning – The Assessment/Instruction Connection for Secondary Schools, NSCI, Orlando, Florida, October, 1998.

ETC w/NSCI Comprehensive Professional Development Satellite Interactive Telecasts

Presenter of 8 satellite broadcasts on the topic of Increasing Student Motivation and Learning for the 1997-1998 school year.

Articles

Co-authored articles published in the journals for The Network for Outcome-Based Schools and The National School Boards' Association. Co-authored "Performance Design and Implementation – Having It Your Way" submitted for publication with Phi Delta Kappa

Fastbacks

Co-authored Phi Delta Kappa fastback #388.

Books

Co-authored *The Performance Learning & Assessment Toolbox* (1995), *Quick Tips and Strategies to Increase Student Motivation and Learning (Volumes 1&2)* (1996), *The High Performance Toolbox: Succeeding with Performance Tasks, Projects, and Assessments* (1997), and *Motivation & Learning: A Teacher's Guide to Building Excitement for Learning and Igniting the Drive for Quality* (1997).

References

- Mrs. Christine Neal, Superintendent of Lockport City School District, 130 Beattie Ave., Lockport, NY 14094-5099. Phone (716) 439-6436
- Dr. Ada Grabowski, Assistant Superintendent, Albion Central School District, 324 East Avenue, Albion, NY 14411. Phone (716) 589-6656
- Mrs. Judy Aaronson, Deputy Superintendent and Executive Administrative Assistant, District of Columbia Public Schools, 415 12th St. N.W., Suite 805, Washington, DC 20004, Phone (202) 724-4100
- Dr. Karin Cordell, Assistant Superintendent Ed. Services, Merced City School District, 444 W. 23rd St., Merced CA 95340, (209) 385-6638
- Dr. Jerry George, President and Kathy Gardner, Director of Conferences, National School Conference Institute, P.O. Box 37527, Phoenix, AZ 85069-7527, Phone (602) 990-9531
- Dr. George Sisemore, Director, Professional Center for School Conferences, 4070 E. Roundhill Dr., Phoenix, AZ 85028, (602) 404-4349
- Dr. Doug David, Director of Instructional Services, Orleans/Niagara BOCES, 195 Beattie Ave., Lockport, NY 14214, Phone (716)-439-4308
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- Ms. Bonnie Dana, Assistant Superintendent of the Unified School District of Antigo, 120 South Dorr Street, Antigo, Wisconsin 54409, Phone (715) 627-4355

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- Dr. Chuck Schwahn, Executive Council for ASCD Member and Independent Consultant, 11737 Empire Road, Custer, SD 57730. Phone (605) 673-3723
- Mr. Stan Caldwell, School Improvement Coordinator, Department of Defense Educational Activities, Department of Defense Dependents Schools, District Superintendent's Office – Okinawa, Japan, Unit 5166, APO AP 96368-5166. Phone 81-6117-34-0917
- Dr. Richard Tom, Superintendent, Department of Defense Dependents Schools, District Superintendent's Office Guam, PSC 455, Box 163, FPO AP 96540, (671) 339-4509
- Ms. Ellie Micklos, Department of Defense Dependents Schools, District Superintendent's Office Korea, Unit #15549, APO AP 96205-0005, 82-2-7918-4025
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- Ms. Micki McGuire, Director of Staff Development, Columbia Public Schools, 555 Vandiver, Suite A, Columbia, MO 65202, (573) 886-2202
- Ms. Cindy Heider, Director of Staff Development, Missouri NEA, 1810 East Elm St., Jefferson City, MO 65101-4174, (573) 634-3202
- Dr. Michael Radz, Assistant Superintendent, Community High School District #218, 10701 S. Kilpatrick Ave., Oak Lawn, IL 60453, (708) 424-2000.
- Ms. Carol Robinson, Assistant Principal, Glasgow Middle School, 4101 Fairfax Parkway, Alexandria, VA 22312, (703) 631-0644
- Mr. Michael Tillmann, Director of the State of Minnesota' Graduation Rule, Minnesota Department of Children, Families, and Learning, 723 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101-2273

WORKSHOP EVALUATION

Name of Presenter: ______________________ Date: ______________________

Name of Session: ____

Please write in comments where appropriate, or use the other side.

1. The approach used in the session was the correct one.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

2. The session was worth the time I put into it.

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3. The facilities for the session were adequate.

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4. The overall planning of the session was done well.

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5. The presentation of the material was done well.

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6. The handouts were well coordinated with the presentation.

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7. The handouts helped in understanding the material.

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11. This conference should be repeated in other locations.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree

Parent Involvement and the PTA

Gayla Stone

(303) 422-7527

Personal Bio Sheet

GAYLA STONE

A graduate of Duke University School of Nursing, Gayla chose to become a stay at home mom until volunteer PTA work became a full time job. An extensive background with PTS since 1971 speaks for her dedication to all kids. She has served in numerous positions at all levels of PTA from the local unit to the National PTA Board of Directors, most recently as National PTA Region 8 Director. She continues to serve on the Colorado PTA Board of Directors as the Immediate Past President.

WORKSHOP EVALUATION

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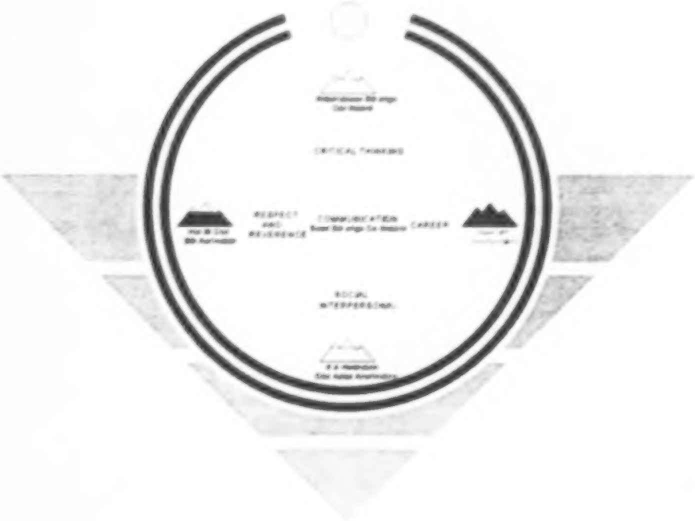
School-wide Literature Improvement Project

Susan Stropko

Ganado Intermediate School
P.O. Box 1757
Ganado, AZ 86505
(520) 755-1120

Ganado Intermediate School

School-Wide Literacy Improvement
1996 Exemplary Program in Indian Education


CRITICAL THINKING
RESPECT AND REVERENCE
COMMUNICATION
CAREER
SOCIAL INTERPERSONAL

The Native American Scholarship Fund Exemplary Institute

Albuquerque, New Mexico
February 23, 1998

Victoria LaFrance, Fourth Grade Teacher
Kathie Shock, Third Grade Teacher
Ella Tsosie, Fifth Grade Teacher
Susan Stropko, Principal

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Ganado Intermediate School
School-Wide Literacy Improvement
1996 Exemplary Program in Indian Education
Program Summary

The **COOL** School

Community **O**utreach and **O**pportunities for **L**earning

MISSION

The mission of the Ganado Intermediate School is to develop competent learners.

GOALS

- Ganado Intermediate School students will achieve state and national grade level standards in reading, writing, and math.

- Ganado Intermediate School students will know and value their heritage and culture.

- Ganado Intermediate School students will experience *Diné* culture and language, fine and applied arts, and recreation.

- Ganado Intermediate School students will be competent in science, health, and social studies.

STRATEGIES

- All staff members participate in shared planning and decision-making
- The Foundations of Learning is part of every school day
- Align written, taught, and assessed curriculum with the Arizona Student Achievement Program (ASAP)
- Collaborative Literacy Intervention Project (CLIP)
- Ganado Institute of the Northern Arizona Writing Project
- Integrated Thematic Instruction and Multiple Intelligences
- Integration of technology in the curriculum
- COOL School parent involvement, learning environment, and learning activities
- Learning After School Together (LAST)
- Gifted and special education inclusive services
- School-to-Work
- Code of Conduct, counseling, and quality school process
- Spencer Foundation research project, GIS - A Site for Inquiry and Reform
- Bread Loaf Rural Challenge Network
- Network for Teaching and Learning with Technology
- Ongoing restructuring change process

Learning to Read: Weaving the Rug of Literacy

by Kathie Shock

The verbs 'learn' and 'teach' represent action, movement and growth. Learning and teaching are intimately woven together when I teach and I learn. At Ganado Intermediate School, our teaching tools are as varied as the colors of yarn used in the beloved rugs from our Navajo weavers. Many of our students need to be brought up to grade level in their reading abilities. While we cannot change a major reason for low scores, lower socio-economic status, we can become pro-active in our attempts to increase our students' reading skills.

About five years ago our staff began to work together to implement teaching approaches to reach this goal. **CLIP, the Collaborative Literacy Intervention Project**, is a reading intervention program which assesses emergent readers and teaches them reading strategies and decoding skills. This is a successful program that acknowledges the skills that are in place and builds on them. Teachers have received a year-long training in this method and are using it with individual students on a one-on-one basis and with small groups.

Another tool we are using to help our students increase reading skills is the use of **peer and cross-age tutors**. **Cooperative learning groups** help students mentor each other and model skills. A group of high school students work daily in the Intermediate School, one student per classroom for a semester. These students supplement teacher contact with the students, model skills and act as role models.

At Ganado Intermediate School, we believe that people are smart in different ways. We strive to know our students' strengths and how they learn. The **multiple intelligences**, as outlined by Gardner and Lazear, provide the framework for planning **thematic units** of study which can be crafted around the students' learning style strengths.

Library Book Talks, Writing Process and Technology

by Victoria V. LaFrance

The **Library Book Talks** were started at our school in the Fall of 1996 by our school librarian and her two assistants. The primary focus of the talks is to reinforce story comprehension, model reading, reinforce reading strategies, and to encourage the students to actively listen to enjoy the stories. The weekly sessions last about 30-35 minutes. The three groups each are composed of fourteen to eighteen students. The same group stays together throughout the year. The types of stories read depends upon the grade level, but interest and cultural relevance is taken into account when making book selections. The third graders start out with short stories with lots of pictures and end with light chapter books. The fourth and fifth graders start out with lightweight chapter books and end with chapter books such as the Woodlander series. Different genres are explored such as narratives, plays and choral readings. In spite of the weekly contact, the benefits of the Library Book Talks are tremendous. In addition to story comprehension and student involvement in the stories, there is cooperative attention and the development of listening and oral skills among the students. Last, but not least, the classroom teachers applaud the library staff's successful reinforcement of reading strategies.

There are two parts of the **Northern Arizona Writing Project** which have been successful in our school, the professional development for staff and the writing process for the students. However, they go hand-in-hand as they both benefit our students. The Writing Project is unique in that it puts the teacher in a student's shoes. The teacher learns the writing process from a student's perspective. It teaches the writing process from rough draft to publication. The teachers then use the writing process which enables them to use it successfully with their students once they are back in the classroom.

At Ganado Intermediate, we acknowledge that there is a partnership between reading and writing. If you can read, you can write and if you write, you can read. Students utilize the computers in the classroom and in the **Writing and Publishing Computer Lab** where they use their reading and writing skills on their stories. According to the Computer Lab teacher, the students are experiencing success with their reading and writing which are enhancing their self-esteem.

Parent Connection

by Ella Tsosie

Last year, a proposal was sent to **Career Ladder Program** for funding as an **incentive** for teachers to bring in parents to school. This was very successful. The incentive goal was to meet with every student's parent, primarily through **COOL School Night (COOL** is short for **C**ommunity **O**utreach and **O**pportunities for **L**earning). Some of the activities for COOL School Night were: art projects with parents, a carnival, and potluck dinner in the classrooms. Four evenings are set aside for parents to visit their child's teacher. We sought to bring in 100% of our parents to school to meet with their child's teacher. We increased from sparse parent visitation six years ago to the remarkable **100 percent parent involvement in school year 1996-97.** We are half-way through this year and we already are at **77 percent parent involvement**.

Every six weeks teachers select three students from their classroom for the **Principal's Award**. The students are selected for achievement in home reading, academics, and citizenship. The students' parents are invited to school, and the students have breakfast with their parents after receiving an award from the principal.

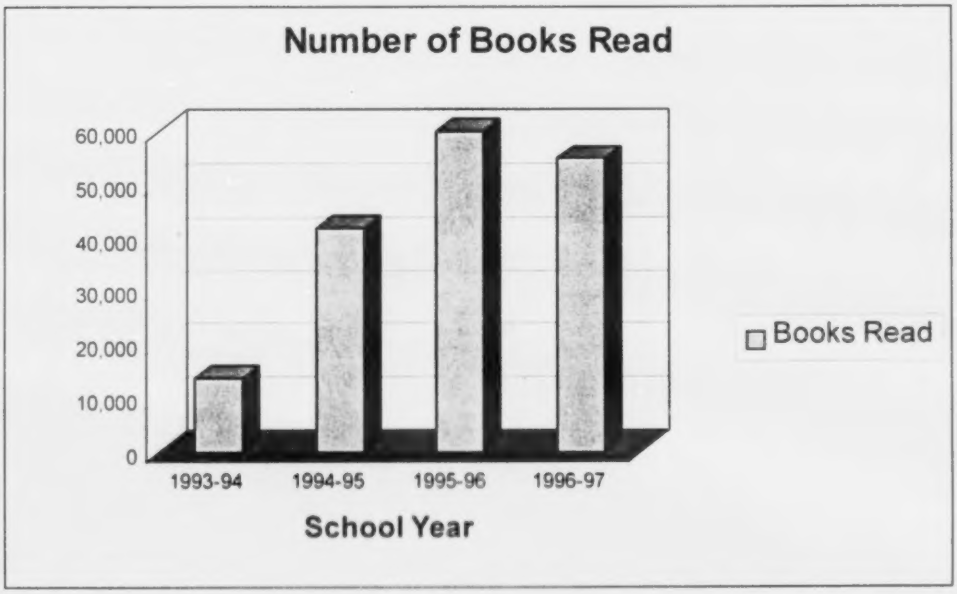
Another part of our parent involvement plan is to have **parent presenters**. Parents are invited to present in many of the classrooms during the school year. Many of them present during **Native American Culture Week**. This allows us to bring in parents as presenters to inform our students about their Native American Culture and careers.

One of our main parent connections is the **Parent Advisory Committee (PAC)**. Its purpose is to act as a committee of parents of Indian students with a working relationship between the school district and the community to plan, develop, implement, and evaluate educational programs designed to meet the special educational needs of Indian students. This is a committee composed of three parents from each of the six chapters, four teachers and one student from the high school. The PAC strives for communication between parents and the school. As a result of active parents, one of our parents was recognized as Parent of the Year and received an award at National Indian Education Conference in Tacoma, Washington.

At-home reading directly links parent participation with literacy improvement. Students read as many books as they can at home and parents sign their child's reading form. In the first project year, 1993-94, the students read 14,000 books, increasing to 42,000, 60,000, and 55,000 books in the subsequent years. In the most successful year, 1995-96, the Native American Scholarship fund granted $1,000 to support the At-Home Reading Project, and students were awarded books for their reading achievement. Students read as many books as they can and get recognized for it, this also helps improve their reading skills at the same time.

Several **part-time teacher helpers** were added to the staff. They tutor students in classrooms and participate in site-based management and shared decision-making. This is one of the positive way to bring parents and community members into the school.

Ganado Intermediate School
At-Home Reading Program Success



Curricula Vitae

Victoria LaFrance has a BS in Education and a MA in Multicultural Education from Northern Arizona University. She teaches fourth grade in her fifth year in Ganado Intermediate School. Victoria has completed CLIP, Ganado NAWP basic and personal experience narrative courses, after-school CLIP, Integrated Thematic Instruction, Native American Literature study, and Career Ladder Program. Victoria participates in the GIS Spencer Foundation practitioner research project.

Kathie Shock has a BA in Elementary Education from Fort Lewis College in Durango, Colorado, and is currently doing graduate study through Northern Arizona University. She teaches third grade in her third year in the Ganado Intermediate School. Kathie has completed CLIP and Ganado NAWP. She has been one of the teachers leading the parent involvement component. Kathie participates in the GIS Spencer Foundation practitioner research project.

Ella Tsosie has a BA in education from Northern Arizona University and currently is doing graduate work. She teaches fifth grade in her thirteenth year in the Ganado Intermediate School. Ella represents the school on the district's Parent Advisory Committee. She is a member of the Annenberg QEM Teacher Leadership Corps. Ella has completed CLIP, Ganado NAWP, and is a leader in the Career Ladder Program. Ella participates in the GIS Spencer Foundation practitioner research project.

Susan Stropko has a BA and MPA from the University of Arizona and completed a post-graduate education administration program at Northern Arizona University. She has worked as an administrator in Ganado schools for 12 years, the last six years as principal of Ganado Intermediate School. Susan participates in the GIS Spencer Foundation practitioner research project.

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